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**PERCEPTION OF IRAQI EFL STUDENTS ON
THE USE OF ONLINE VIDEOS FOR ENGLISH
LANGUAGE LEARNING**

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UUM
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY
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Awang Had Salleh
Graduate School
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Abstrak

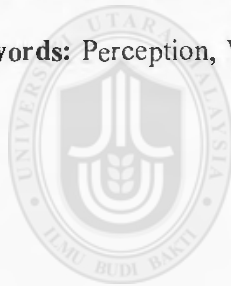
Tujuan utama kajian ini adalah untuk menunjukkan sikap pelajar EFL Iraq terhadap penggunaan video dalam talian sebagai bahan tambahan di dalam kelas. Selain itu, ia dilakukan untuk menunjukkan persepsi pelajar EFL Iraq terhadap penggunaan video dalam talian dari segi kemudahan penggunaan dan kegunaan pembelajaran bahasa. Dalam kajian kualitatif, seramai 28 orang pelajar tahun ketiga daripada jurusan Bahasa Inggeris di Kolej Sastera, Universiti Thi-Qar dipilih sebagai responden kajian. Kajian ini telah dijalankan sewaktu kumpulan pelajar tersebut menghadiri enam sesi pembelajaran yang menggunakan video dalam talian tahun akademik 2018-2019. Data yang dikumpul adalah melalui tiga instrument kajian: pemerhatian, jurnal pelajar dan bentuk wawancara bertulis. Tumpuan utama penyelidik adalah mengenai refleksi pengalaman pelajar semasa menggunakan video dalam talian. Analisis tematik digunakan untuk mengkaji tema yang muncul dalam refleksi pelajar. Hasil kajian ini menunjukkan bahawa pelajar Iraq mempunyai persepsi positif terhadap penggunaan video dalam talian dalam pembelajaran Bahasa Inggeris. Di samping itu, mereka menganggap video dalam talian boleh diterima dari segi kemudahan penggunaan dan kegunaan pembelajaran bahasa. Walau bagaimanapun, terdapat cabaran yang mungkin dihadapi oleh pelajar melalui menggunakan video dalam talian seperti masalah teknikal dan gangguan tumpuan.

Kata kunci: Persepsi, Video, Pembelajaran Bahasa Inggeris, Kekurangan.

Abstract

The main aim of this study is to show Iraqi EFL students' attitudes towards using Online videos as supplemental materials in the classroom. In addition, it is conducted to show the Iraqi EFL students' perception towards the use of Online videos in terms of ease of use and usefulness of language learning. In this qualitative research, 28 Iraqi students from the third year of studying English at the College of Art at the University of Thi-Qar were selected. The study was conducted when the students attended the six sessions when online videos were used at the 2018-2019 academic year. Data was collected through three techniques: observation, students' journals and a written form of the interview. The researcher's main focus was on the learners' reflections of their experience while using online videos. Thematic analysis was used to examine the themes that appeared in the students' reflections. The results of this study showed that Iraqi students have a positive perception towards the use of online videos in English learning. In addition, they consider Online videos are acceptable in terms of ease of use and usefulness of language learning. However, there were challenges that students might encounter through using online videos would be like technical problems and attention distraction.

Keywords: Perception, Video, English learning, Disadvantages.



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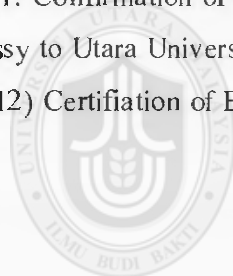
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ABBREVIATIONS

EFL	English as a foreign language
ESL	English as a second language
ET	Educational technology
GTM	Grammar translation method
IT	Information technology
L1	First language
L2	Second language
TAM	Technology Acceptance Model
ZPD	Zone of proximal development



CHAPTER ONE

INTRODUCTION

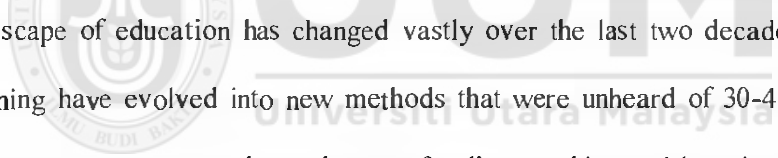
1.0 Introduction

In recent days, English has established itself as the most famous language in our world. It is impacting peoples' lives and activities in a way no any language are able to (i.e. Communication, instruction, governments, occupation and commerce, security among others, etc.). Today, with the advancement of information technology (IT) across various fields, the role of the English language inevitably has become pertinent, and in many cases, it is the language of transactions. English language has proven to be the most prevalent language and an international language in this world (Pennycook, 2017).

Nevertheless, teaching and learning the target language (English) is a constant challenge for many students from various parts of the world, Iraq inclusive. Language learning is an intricate and difficult process and can be a discouraging task (Al Hosni, 2014). In Iraq for example, the most pressing concern is how to improve Iraqi EFL learners' English language learning and their competency in the language. To acquire and employ English language efficiently and effectively, it is necessary to master its basic skills (i.e., listening, speaking, reading and writing)(Siddique,2017). Much effort has been made by Iraqi Ministry of Education to improve the situation, but change is slow and taking a toll on the overall improvements. As a nation, Iraq is recovering from almost three decades of destruction, and in the midst of this recovering, English language can be seen as a tool in developing a greater Iraq. Therefore, the invention and advancement of technological communication has a significant role to play in

improving and facilitating the effectiveness of the process of language learning (Montazeri & Hamidi, 2013).

Meanwhile, for language learning, there is always a need to explore new and more efficient ways as the requirement for general knowledge of a foreign language as it increases with passage of time. In addition, with the continuous progression in technology, development of computers and the Internet, there has been a fast movement to integrate technology in the process of learning and teaching English using the Internet as a resource for materials to technologies. This in turn provides avenues for E-learning courses (Lee, 2014). Therefore, there is the need to use technologies in language learning to help learners to learn English successfully.



The landscape of education has changed vastly over the last two decades. Learning and teaching have evolved into new methods that were unheard of 30-40 years ago. Moreover, the current new enhanced ways of online teaching and learning, and the use of audio-visual were not in existence before. After 1980, students are completely different compared with their predecessors, particularly in the information processing and communication domain. The contemporary students are more adapted to technology, and demand information they can process to attain rapidly. According to Bayatee (2014), most students recently use computers and smart phones on everyday basis. As such, these students have reached the extent where they are more comfortable working or studying virtually rather than sitting and learning in traditional classrooms. This goes for almost all subject matters. It is evident that with the advancement of technology today, teaching and learning are made possible anywhere, and anytime students choose to learn. It is the same with learning of foreign languages. Hence, in

English language learning, it is necessary to explore new and better techniques or approaches to aid students in improving their proficiency in the target language. As time pass, educational technology is getting more attention and has been discovered and employed by English teachers to help them teach better and help students learn English successfully.

Amin et al. (2018) define Online videos are interesting tools for EFL teaching and learning process. It is used to develop speaking skills. These things have been exploited in recent years in the classroom, where the teachers can use picture and gestures with Online videos for indicating meaning, which is considered as basic element in teaching. These materials can make teaching learning process more easily (Wijayanti, 2016).

For Amin et al. (2018), It is better interest among students to learn the language compared to only depending on books in the traditional class. For Alkash and Al-Dersi (2017), Online videos can be used in the class to pay the attention of students and to make them more motivated to learn English compared with the use of textbooks. To this effect, Yeh and Lan (2018) emphasize the significance attached to the use of Online videos in improving the process of English language learning. Similarly, the use of Online videos does enhance students' performance in the English language. Therefore, the incorporation of Online videos has demonstrated its efficiency in the process of English language teaching and learning. Again, to enjoy efficiency in the use of Online videos, students need to be placed in a more conducive, fun and engaging English language classroom atmosphere which cannot be obtainable by using the

traditional methods of teaching (Pinter,2017). Thus, using Online videos is necessary to improve the process of English language learning in Iraq.

Consequently, previous studies have suggested many technologies that can be used or embedded in learning. One that receives much emphasis is the use of online videos to learn the target language. Online videos offer various advantages, one of which include the students' opportunity to learn in real-life situations (Firmin & Genesi, 2013). According to Amin et al. (2018), videos and films provides exposure to a spoken language such as dialogues, plays, stories, interviews. Online videos are equally very important as they provide students with the chance to learn and understand the foreign language in its real situations. Therefore, in order to improve the students' English proficiency, these technologies must be used in the class. This is because they have a positive effect on improving student's English skills. In summation, such advancement and new ways of teaching and learning can help teachers and their learners in reducing the number of challenges normally encountered in the teaching and learning of English language.

Currently, online videos are the most common programs being used for these purposes. Online videos can provide learners with the chance to learn and use their English in a real environment. In addition, they can offer unique opportunities for participatory learning by moving learners from the passive learners' role to the more active ones (Nugra & Abraham, 2018). These materials are effectively employed in teaching English skills. There are numerous advantages attached to the use of audiovisual materials. For instance, online videos assist to make the learning process more

effective as they conceptualised and grab the students' attention (Make & Yonas, 2018). Online videos are considered the most helpful paradigms that offer modern learning experiences which increase dynamic learning and learner-centred approaches. Based on the problems and the proposed solutions above, the researcher focused on studying "Perception of Iraqi EFL Students on the use of Online videos for Learning English "at University of ThiQar in the Academic Year of 2018/2019.

1.1 Background of the Study

As iterated earlier, for any language learning and teaching, one should continue to search for a new and more effective methods. This is pertinent, especially for English language learning and teaching, as the demand for the general knowledge of the English language increases over time. Over the last 50 years since the development of educational technology and the Internet, there has been a strong movement to maximize technology in language learning and teaching extending from using the Internet as a resource for materials to programs offering E-learning courses (Ali, 2017). Thus, there is the need to combine both language and technology in order to assist students to learn English successfully.

Studies stated that across the globe, English learning has proven to be a difficult process for students and sometimes a daunting task (Siddique, 2017). The improvement of technology and communication has played an important role in enhancing and facilitating the efficiency of the language learning process (Raid, 2017).

In addition, many countries including Iraq concur that the English language is a tool for national growth, progress, transformation and technological transmission. English

language usage is universal and cuts across almost all disciplines. It is the language of knowledge and progression. Hence, in order to become a great nation, Iraqi attempted to strengthen her citizens' (students) competency and proficiency in the use of English language (Renz, Carrington and Badger ,2018)

The study also shows that the ability to speak English fluently improves one's chances to become more successful in life. Consequently, the percentage of people that want to learn English increases every year. For all these reasons mentioned above, Iraq has a dire need to improve the overall teaching and learning of the English language for her survival in the new world. The stakeholders of Iraqi educational sector need to help students improve their competency and proficiency in order to contribute in nation building. Since the role of the language teaching and learning for the upcoming advancement of the economy is vital, change is inevitable. According to Ali (2017),there must be changed in Iraq's curriculum and methods of the English language teaching and learning across the nation. Reflection and continuous assessments must be made on the present English language teaching and learning across the nation; attempts must be made to investigate the relevancy of present pedagogical approaches and technology use in Iraq schools, and to` identify pertinent issues that must be rectified. Better solutions and approaches must be pursued to make the English language teaching more engaging that promises better results among the students.

Certainly, in the past the manners at which the people were learning the English language was problematic due to the lack of required devices being in used in the

contemporary time(Raid,2017). Online are the modern tools or ‘instruments’ that offers various benefits for English language teaching and learning. Such devices when used for educational purpose (teaching and learning) can help both teachers and learners achieve much success by attaining their teaching or learning objectives(AL Khayyat,2016). For example, learners can effortlessly practice English through the use of these tools.

In the previous years, tape recorders and television were the most public tools exploited in classrooms by teachers. Nonetheless, now, teachers are using computers since it enables them to access to a great amount of information to design their lessons’ plan and pedagogical approach (Renz, Carrington and Badger ,2018). Subsequently, any given English language class can be made more active and engaging using social media sites. Such technology has been proven to be more appealing for learning and teaching strategies as it offers and create or duplicate real learning environment for students and teachers to share their knowledge, thoughts and communication with others. In this context, the process of the English language teaching can be more active, motivating and entertaining (National focus Group on ET).

For the purpose and intent of this study, Online videos can be beneficial for teachers and learners in Iraq. However, teachers should readily make necessary efforts to learn, master and use technological devices to help improve the process of teaching and learning the target language experiences by making it more engaging, meaningful and joyful (Ali,2017). Ultimately helping students to improve their English language skills and knowledge. Teachers play a greater role in assisting the Iraqi government in improving its people’ English language skills. English language resources are

plentiful; with the advancement of educational technology. This is more obvious today than before. Hence, what is required is change and teachers are willing to use technology in their classrooms in Iraq (National Focus Group on ET).

1.2 Online Videos in Language Classrooms

Online Videos refer to watching video clips, TV shows and movies streamed from the Internet. The term may refer specifically to watching the material on a computer, or it may embrace watching on a TV set as well (Raihan and Lock,2010). The prominent role of information technology in education on a large scale is undeniable. Information technology applications in education are diverse. Online video sharing platforms are becoming more pervasive every day, especially in language education(Raid,2017). The European Commission, in its report that dates back to even 2013, states that the number of schools that make active use of online networks is increasing steadily. Not surprisingly, this progressively acquired role of educational technology has captured the attention of practitioner teacher researchers. The study that dwells on the effect of these new online applications on achievement reports that although such technology, per se, would not suffice to enhance student achievement, with the right practice of incorporating technological tools, a positive difference can be made in the quality of education (OECD as cited in Ali, 2017), Video strips were used in language education as early as World War II (Rao, 2017). Ever since then, videos have become a major technological tool in language education. For example, Renz, Carrington and Badger (2018) study focuses on the effect of exposure to YouTube videos on L2 vocabulary acquisition. In their research on vocabulary learning through video viewing they report that participants' vocabulary size was directly related to the inferencing skills they developed by using the context in the videos they were exposed to. Similarly,

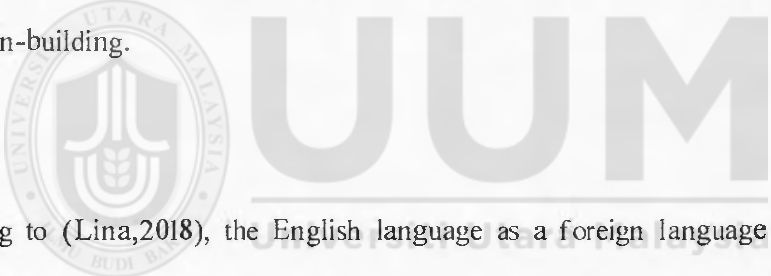
Ali(2017) studied the effects of using videos on vocabulary acquisition, bearing in mind that vocabulary acquisition has revealed that 'words associated with actual objects or imagery techniques are learned more easily', in their study in which 160 German students participated by using a program which helped students with guessing the new words by videos in addition to pictures. The positive effect of the visuals effect on learning vocabulary was and has been undeniable. Rahmatian and Armium (2011) elaborate on the use of video simulations to examine the students' comprehension and incidental vocabulary learning. Forty-three Arab adult learners, in their study, participated in a virtual knee surgery simulation by dragging various surgery devices, which were shown in the clip, over the knee of a patient. Interactive video 'games' are found to be significantly influential in the participants' comprehension in addition to vocabulary learning. Studies have also focused on the relationship between using videos as educational tools and public speaking, which is directly relevant to the focus of this current study.

Mattar (2018) in his research compared the difference between giving traditional content instruction in the classroom and giving it via videos, investigating 'the impact of integrating videos into EFL instruction on enhancing EFL college students' content learning'. He concluded that the outcome of the group of students who were given instruction via YouTube videos is promising for the integration of video technology. As can be gathered from the literature review above, Online video is a viable tool in education, and it seems to have penetrated into the classroom of the language teacher already as a motivational and inspiring tool both to develop strategies or to convey content. There is no study in the literature which has analyzed the perceptions of the students of a course-specific supplementary material videos for an academic speaking

skills course. Therefore, this study, is expected to make a significant contribution to the literature discovering students' experiences and perceptions towards the use of online videos in learning English. Moreover, this study opens new horizons for researchers, educators and instructors by triggering thoughts on new possibilities of using videos in the English classroom.

1.2.1 Teaching English in Iraq

Iraq is a fast developing state whose instruction system and economies demand the control of the English language and the worldwide spread of English as the international business language. English has become a basic factor in the improvement and nation-building.



According to (Lina,2018), the English language as a foreign language is taught in private and free schools, educational organizations and colleges in the Middle East. Iraqi people study English as it is the most significant language for global communication. Iraq students and overall citizen competency and proficiency of the English language have become a great concern, particularly by the government. In free schools, English has become a normal device for communication and education. According to Ahmed (2012), the English language learning is just limited to the classroom.

The Iraqi official language is Arabic. Arabic is the language of education's (instruction and reinforcement), while English is only a subject in the school. It is first

taught to Iraqi students at the age of nine in the fifth stage. For eight years, the English language is considered as a subject until students graduate from secondary school. On the contrary, most of the Iraqi private schools start teaching English in the first grade. They continue learning English until they finish their secondary education normally at the age of eighteen. After that, they may study different subjects or programs they desire in life. In spite of the fact that English is considered as a foreign language, it has an important place in Iraqi educational system and nation-building (Alwan, 2004). Nonetheless, the percentage of Iraqi students' success in the English subject remains discouraging. Consequently, communication in the English language is not an easy task for most Iraqi students.

That is why teachers tried to teach using knowledge about the English language as an input to enable students use this knowledge in producing step even in lessons of English skill (Al-Noori & Al-Mosawi, 2017)). Al-Noori, and Al-Mosawi (2017) further pointed out that EFL teachers believed that learning a language meant memorizing as many language items as possible, and the teachers checked the vocabulary items at the first of each lesson. Teachers spent a lot of time teaching grammatical items, and even replaced some language skill lessons with grammar ones. Similarly, Taqi (2008), Elameer and Idrus (2010) revealed that the traditional method of teaching is quite often the most dominant method or pedagogical approach that teachers in Iraq use to teach the English language in the classrooms. It is also a common practice in Iraq English classrooms that the Arabic language is used to achieve most activities within this teaching method, with few activities included in the English language.

Thus, Educators, administrators, and curriculum designers have the obligation to focus on this deficiency to develop effective learning of English in Iraq. They must be interested and be passionate to improve the teaching and learning of English in Iraq. New methods and techniques ought to be explored in the search of the most appropriate methods to be adopted in teaching Iraqi EFL learners. Thus, developing their English proficiency to meet the present needs and enable students fully and positively engage with the universal community. In this regard, this study is intended to reflect the perception of Iraqi EFL students towards the integration of Online videos for learning the English language.

1.3 Problem Statement

English is the most popular language in the world. It is the most important language for international communication. The English language is still being taught as a compulsory subject throughout the country from the primary school level up to the university level (Briggs et al.,2018). Fourteen years of English classes have not produced the expected competency and efficiency among Iraqi students on the use of the English language. This is not unexpected as literature has reflected that the learning process of English in Iraq has always been a main task for EFL students (Al Hosni, 2014). Accordingly, among many reasons, learning English is prompted with a series of problems such as the lack of proper learning environments, unsuitable teaching methods, low students' motivation towards English, limited contact with native speakers and a dearth of opportunities to practice English in their daily life (Raid, 2017). The students are in need of support to help them love the language, and be able

to become more proficient and competent in the foreign language to help propel Iraq to future success. As such, the government, the Ministry of education, universities, schools, teachers and all important stakeholders must find ways and better alternatives to help improve the standard of English among Iraq students.

Iraq EFL students are still manifesting low achievement in English with very poor competency and proficiency. They learn English in an artificial environment using their own first language (Arabic). Therefore, there is a necessity to assist them by giving them the chances to develop their English performance to a level where they are more proficient and able to use the language. All stakeholders play an important role to realize a greater success (Kazu & Demirkol ,2014). Without a proficient classroom administration, stimulus and discipline skills, English teachers, for example, cannot successfully implement their teaching approaches in their respective classrooms (Al Khayyat, 2016). The educational administrators have to be supportive to integrate new approaches or better teaching and learning alternatives.

Iraqi EFL teachers equated mastering grammatical rules with communicative competence. Even though teachers asserted to use technology in a language teaching, they believed that educational technology was intended to help students to practice their English (Kabooha, 2016). Lina (2012) also found that EFL teachers thought that mastering English grammar would develop the students' competency in English language, particularly, speaking and writing skills. This will in turn increase the confidence of the students.

According to Al-Khayyat (2015), learners' low achievement in the target language may be due to the curriculum and teaching methods teachers used which in today's measurement may not be sufficient to improve Iraq English language issues in the country. Today EFL learners in Iraq and other Arab world need instructional materials to make them more attentive and motivated to learn. The other significant reason for learners' low English performance in Iraq is the absence or lack opportunities to use the English language in their daily communication (Rababah, 2003; Al Tamimi & Munir Shuib, 2009; Kuhn, 2011). In other words, EFL students lack opportunities to practice English in or outside their classrooms. That is why they need an interactive, a much more robust and engaging learning environment and authentic resources to enhance their English language skills and knowledge (Dawood, 2017).

Similar to many countries that focuses on examination and paper qualification, Iraq EFL teachers' primary objectives is teaching their learners to pass their examination. Therefore, they consider English as a subject to learn and pass, in contrast to subject of communicative abilities (Raid, 2017). Without much exposure and practice with the target language, learners cannot improve their proficiency in English (Taqi, 2008). Parallel to that, Siddique (2016) also stated other reasons for students' weakness in English and these include the conventional educational approaches. Teachers are dictated to teach how they were trained. As such, they quite often use the conventional teaching methods and use grammar translation approaches in their classroom. The problem of this study comes to arise when the researcher observed that the majority of English language instructors put most of authentic materials such as online videos out of services, despite of its role in supporting the teaching/ learning a process. They hardly explore other plausible methods or go online to explore other teaching

methodologies or pedagogical approaches. Meanwhile, Richards and Rodgers (2001) have claimed that the role of the teacher in grammar translation method is to focus on the meaning of words and rules of grammar in the native language of their learners, helps them to practice, and correct their mistakes. Similarly, Veen (2006) inserted that the teacher is the centre of educational paradigm where learners have a passive role in the class. Unfortunately, most of learning institutions (schools, colleges, and universities) in Iraq still depend vastly on traditional learning method. Iraq instructional system is highly depended on the grammatical translation method of English teaching (Taqi, 2008; Elameer & Idrus, 2010).

Iraq EFL students face many difficulties in learning the English language. The primary issues relate with being unable to interact with other students using the English language for a long period of time. According to Lee (2015) and Soliman (2014), learners cannot use English appropriately inside or outside their classrooms due to the lack of required communicative skills. Iraqi students are imperfect in English communication skills. In fact, Iraqi students cannot use English effectively because of the weakness of the education system in Iraq. Furthermore, students' shyness is the other reason that prevents them to improve their communication skills

In addition to the above, Wijekoon (2016) also professed that lack of conducive learning environments is another contributing factor for students' low proficiency in English. That is, learners need to learn English from various inputs to model good English. Ideally this can come from communicating with native speakers, or watching Online videos, movies, programs that uses native like pronunciation. There is a need of meaningful exposure to English as well as attractive instructional tools and

resources to improve the English performance of the learners (Al Ham,2002; Yajuan,2010). Such requirements and change must be pursued to ensure English language competency among learners in Iraq which could further be improved in years to come.

For the above reason, teachers need active interaction, more engaging conversation and language activities with their students. In this context, Sultana and Zaki (2015), suggested that to teach a foreign language (English) properly, there is a necessity to include new techniques well suited such as using of Online videos. All stakeholders on the English language teaching and learning in Iraq should explore the best methods and substitutes to enhance and encourage learners making them more skilful in the English language(Chang& Yeh ,2018).

Recently, with an intention to change Iraq educational policies and system on the use of educational technology, a new philosophy of technology has been established. This philosophy emphasizes on the significant function of technology in learning and teaching process. Many studies have developed focusing on the function of technology and its impact on improving an interactive education environment (Alharbi,2014). Providing evidence of the significant contribution of technology uses in improving methods of teaching and positively effecting on the performance of the learner (Amir,2018).

Using technological devices made English language much more accessible. The students or learners can learn, listen, use, and interact with the language anytime, anywhere they choose. Learners can practice English language provided there is an

availability of Internet through listening to audio dialogues, chats with English native speakers in selected sites, and do much more with the target language. The learners can get more English language inputs from the advancement of technology. By exploiting these tools, learners improve their English language skills and knowledge. At the same time, such given technologies and its continuous advancement enables the English language teachers to make their classes much more stimulating and meaningful for learner.

Nathenson and Henderson (2018) proclaimed that the use of Online videos has a positive impact on enhancing learner's performance in the target language. The integration of technological means could enhance learners' English language skills and knowledge making the teaching process more interesting. In addition, Lina(2018) showed that those materials provide teachers with more options and enriched resources to design an engaging lesson plan for their classes. Compared to conventional methods of English teaching the students paid more attention and interest in the classroom where Online videos are integrated in their lessons. Therefore, students were very much responsive, performed well and obtained more marks where the facilitators used Online videos. Using Online videos in the English learning is necessary to increase the interest, knowledge and proficiency in English language among students. Recently, many studies consider online videos as supporting tools which provide a real environment where learners can interact, and communicate with their teachers and with other students (Pun,2013;Ali,2017; Wazeema & Kareema, 2017).

EFL teachers usually look for more active learning experiences to improve their learners' performance. Therefore, they need to have some general conceptions about effective, more conducive learning experiences that use or integrate instructional technology in the classroom(Lee,2014). According to Amin et al.(2018), Online videos provide a well-designed, attractive and engaging environment which enables learners to practice their English in the class. Thus, Online videos have been expected to be alternative ways that help students to learn English language skills.

Online videos offer meaningful possibilities for students to interact with their teacher as well as with other learners, and practice their English. Online videos increase the students' interest in the process of English language learning. These technologies are not being used in Iraq educational institutions due to the lack of technical facilities, absence of proper training, knowledge and experience among teachers. In addition, teachers are identified with barriers behind the inadequate use of online videos in the English language learning (Halwani, 2017).

Being one of technological tools, online video is commonly used in English classrooms. However, previous studies focus mostly on the use of online videos to enhance the students' outcomes in English. Despite that, an insufficient effort was made to reflect the perception of EFL students towards using online videos in terms of ease of use and usefulness. Thus, the previous studies only give little insight on EFL students' perception towards the ease and usefulness of using online videos in learning English. Moreover, even though students' perceptions towards online videos affect their ways of exploiting it to learn and practice English, not much attention was paid to students' perceptions. Some related studies state that students are the most critical

factor to the success of using technological tools in education (Ramírez, 2012; Rasheed,2014), it is crucial to explore Iraqi EFL students' perceptions towards using online videos in learning the language at the University of Thi-Qar within the academic year of 2018/2019.

1.4 Research Questions

This study is designed to find answers to the following questions:

1. What are Iraqi EFL students' attitudes towards using Online videos as supplemental materials in the classroom?
2. What is the Iraqi EFL students' perception towards the use of Online videos in terms of:
 - a) ease of use
 - b) usefulness for language learning ?

1.5 Objectives of the study

This study aims to achieve the following objectives:

1. To show Iraqi EFL students' attitudes towards using Online videos as supplemental materials in the classroom.
2. To show the Iraqi EFL students' perception towards the use of Online videos in terms of ease of use and usefulness for language learning.

1.6 Significance of the Study

In fact, the study was expected to increase the students' motivation towards English learning by attracting their attention, interacting as well as engaging them in the different learning tasks in online video classes. Thus, the study was also supposed to introduce a new teaching tool in terms of online videos to be utilized by the English teachers for the process of English learning to the academic students. Above and

beyond, the study was expected to help transform the conventional classroom into the student-centered classroom by conferring more flexibility to them to enhance the students' motivation, confidence, and their English proficiency. In addition, the study would recommend future researchers to conduct more research in the domain of online videos learning to help teach as the four language skills which are writing, listening, speaking and reading in the Iraqi context. However, the following chapter would review the already existing literature by furnishing fruitful insights into the phenomenon under discussion to help establish its better understanding. With much progression of educational technology, Online videos are expected to provide an alternative of teaching and learning of the English language. It is expected to provide a more meaningful and enriched environment for the learning of the target language. This study emphasizes the importance of creating a much more engaging learning of the English language amongst the Iraq students. This study believes that this can be accomplished by incorporating into Online videos as educational aids to the present English language classroom.

The present study was supposed to boost their confidence level and performance in English through the new learning tools which used to be just communicative tools, need or fun. Students were also provided to have fun learning and interesting learning simultaneously in and outside the classroom.

Above all, the study would make the students in charge of the learning process turning their teacher-centered classroom into student-centered learning classroom after integrating Online videos. Therefore, instead of being bored in the conventional class,

they were to have fun-class with interesting materials to be more engaged and involved in English skills. Furthermore, the study was supposed to give them the empowering space to unleash their hidden creative powers.

Past research has shown that many students face great difficulties in learning English as a foreign language. An engaging, conducive learning environment is imperative when learning English (Yukselturk et al.,2018). Utilizing technological materials offers many benefits to the process of learning and teaching of the English language. For students, these materials make them more motivated and give them the opportunities to practice the English language outside the classroom. It makes the English language much more accessible as well as the learning is made more plausible and flexible.

In this context, Iraqi EFL students will be challenged by different learning methods; by changing the learning methods from ones that are more convenient to the online videos' learning environment. No one teaching or learning method is perfect. The same goes for the online video learning approach; however, Iraq has to seek better alternatives and ways on improving the Iraq learners' competency and proficiency in the English (Alkash& Al-Dersi ,2017). Therefore, the present study aims to investigate the challenges faced by the Iraqi students on the use of Online videos in and outside their English language classes. In addition, it aims to show how Online videos can help Iraqi EFL students to learn and practice their English skills . Specifically, the study seeks to understand the Iraqi students' opinion towards using Online videos as educational tools while learning English in the class.

The findings of this study have the capacity to strengthen the Iraqi educational system to use new educational tools (Online videos) to promote a more successful means of the learning of English language skills. It will also support the Iraqi Ministry of Education initiatives to upgrade and improve the general mastery of the English language among her citizens and prepare the younger Iraqi generation to play greater roles in modern society and contribute to developing the country in the future.

1.7 Limitations of the Study

This study was conducted with help only 28 Iraqi EFL students in the third year in the department of English, College of Art at the University of ThiQar. Therefore, the first limitation was the small size for the sample, which makes the interpretation of the results limited and cannot be generalized to a greater population.

This study also was limited to show the effect of Online videos on learning and practicing English skills of Iraqi students. It was conducted in the first semester of the academic year 2018-2019. It was carried out in 8 weeks. So, the findings were limited to the time in this study. A qualitative thematic analysis was conducted to collect the study data. The semi-structured interviews were conducted with only eighteen students. As such, the number of students (18) involved in qualitative data collection was the limitation of the study as well.

1.8 Definition of terms

The following is a list of primary terms and its operational definitions as they are used in this research:

Educational Technology (ET) : this term is used to refer to using technological tools in English classes that assists in rising the pace of learning(Viberg & Grönlund, 2017).

Online Videos : Utilizing videos as a tool for learning English by using sites such as YouTube (Rasheed,2014). It means that online video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence.

Perception : Perception is the set of processes by which an individual becomes aware of and interprets information about the environment. (Latchanna & Dagnew, 2009).The practical definition of this term states that Iraqi EFL college students conscious recognition and interpretation of sensory stimuli that serve as a basis for understanding, learning, and knowing or for motivating a particular action or reaction toward particular activity, topic, or concept such as online videos adaptation.

English as a foreign language (EFL): English is learned by foreigners in a state where it is not the main language (e.g. Germany, Arab countries) (Hassan,2017). **Learning:** The process of obtaining of knowledge of a certain subject or a skill by practice, study, or education (Brown, 2000).

Integration: Integration means the implementation of resource materials and equipment to assist education in the teaching and learning process.((Alwan, 2004).

E-learning: This term covers many methods like online learning, self-study with or without a subject matter expert, computer-assisted learning, web-based instruction, computer-based (from CD-ROM) learning, and video/audio tape usage (Nagarajan & Jiji, 2010).

Learning environment: This term refers to the place where persons can draw upon means to create sense out of things and make meaningful solutions to difficulties.(Wilson ,1996).

Authentic materials: These are real texts used by English native speakers and designed for the speakers' language, using tools such as videos and films to involve the students in real-life contexts (Rasheed,2014).

1.9 Organization of Thesis Structure

This thesis is organized into five chapters. Chapter one provides readers some introduction to the study. It covers the background of the study, problem statement, research objectives, research questions, significance of the study, limitation of the study, definition of terms and organization of thesis structure.

Chapter two provides a literature review. It tries to refer to other studies which are closely related to the object of the present study. It also explains three theories that have been introduced to support the integration of Online videos in traditional learning as supplementary tools to enhance learning language skills. These theories are constructivism theory, cognitive learning theory, and TAM.

Chapter three describes the research design and methodology. The researcher will employ twenty-eight Iraqi EFL students. The twenty-eight students will attend the six sessions where videos will be used. The researcher will use the qualitative approach as a research design in studying the effectiveness of Online videos in improving the English skills of Iraqi EFL students at the University of Thi-Qar. This research will incorporate the observation, learning sheet and interviews as instruments during data collections from the students.

Chapter four discusses the results of the study on students' perceptions towards the integration of Online videos for learning English skills. Chapter five summarizes the

findings of the investigation, and presents some recommendations based on the findings.

1.10 Summary

The chapter discussed introduction, background of the study, problem statement, research objectives, research questions, the significance of the study, limitations of the study , the operational definitions terms(variables) ,and finally the organization of thesis structure.



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CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The aim of this study is to show the attitude of EFL students towards using online videos in learning English. This chapter tries to refer to other studies which are closely related to the object of the present study. According to Gilakjani (2013), technology has a significant impact on how we teach and how we learn. There are various technological advices that assist in enhancing the students' performance and their communicative skills in English.

The innovation of technology and communication has played an important role in enhancing and facilitating the efficiency of the language learning process (Montazeri & Hamidi, 2013). It has become increasingly necessary for EFL speakers to be able to communicate in the English language. The teaching of EFL occupies an important part in the Iraqi education system (Alwan, 2004).

Iraq faces the need to produce citizens that can communicate in the target language. For that reason, Iraq has to learn and re-learn new approaches to language learning and teaching so that the level of competency and mastery of the English language amongst her students and citizens can be improved in the future.

In language learning, there is always a need to find new and more effective methods of learning and teaching as the demand for general knowledge of English language increases over time. Since the development of computers and the Internet, and the continuous advancement in technology, there has been a strong movement to

maximize technology in language learning and teaching extending from using the Internet as a resource for materials to programs offering E-learning courses. Thus, there is the need to combine both language learning and technology in order to assist students to learn English successfully.

Among these techniques are Online videos, computer assisted language learning programs, and learning video-clips, information and communicative technology, multimedia among others. English teachers need to use these various techniques for teaching EFL as technological tools can help them simplify learning and to achieve the learning objects of their learners..

This chapter focuses on using online video as one of educational Technology in EFL classroom. It offers traditional and modern education definitions as well as educational technology. Moreover, it mentioned how the use of technology developed in the instructed system by referring to its historical background

In addition to this, it discussed English, foreign language teaching and its relation with the use of technological aids. It refers to a close relationship between using technology and application some learning theories. Three theories are adopted in this study which are constructivism, cognitive and TAM. the use of the TAM, for example, it is significant to pay attention to the outside factors which has effect on perceived usefulness and perceived, ease of, use. Abdullah and Ward's (2016) indicated that in a meta-analysis, self-efficacy is the most famous used external factor in practices of the TAM in learning. Self-efficacy can be defined as the capabilities of an individual to

arrange and carry out the learning courses of the required action to get different achievements (Nagy, 2018).

Finally, the researcher tries to shed some lights on the benefits and challenges of incorporating Online videos as educational tools in the English classroom.

2.2 E-learning

The literature states that E-learning has various definitions. According to Yacob, et al (2012), E-learning includes all electronic devices which are used to support teaching and learning. E-learning refers to convey new knowledge to the student in a short period (Al-Adwan, & Smedley, 2012). It is making use of electronic technologies in supplying and administration of learning, teaching, and investigation (Zabadi, 2015).

E-learning is a type of teaching and learning approach that uses the mechanisms of modern communication, multiple tools of voice and picture, computer network, electronic library and Internet portal (Raid, 2017). In addition, it is reinforced by communication technology like the videotapes, computers, televisions, and e-mails. That is why E-learning denotes the support of learning methods by using electronic means. It makes students able to learn wherever and whenever they want and allows them to collaborate with other students and lecturers. Thus, E-learning refers to using electronic devices to make learning process easier, available and flexible.

This involves the use of ICT as a supplementary tool to enhance traditional learning, online learning or BL. E-learning in its broadest sense refers to any type of learning that is electronically enabled (Adewole-Odeshi, 2014). Therefore, it is essential to

introduce and implement the employment of technology in education as a crucial tool to enhance the teaching and learning process. The E-learning system offers learners and instructors the flexibility of place and time to deliver information as well as give them more choice to learn and provide immediate and individualized interactions with other learners, tutors, and instructors (Al-Adwan & Smedley, 2012).

The purpose of presenting the E-learning system is to decrease many of the difficulties that encounter teachers and learners in the classroom and give them more chances that might not have presented before. E-learning refers to the use of ICT to support and develop the instructional method that has become progressively central in instruction particularly in the field of teaching and learning (Zabadi, 2015).

This includes the use of ICT as a supplemental device to improve traditional learning, online learning or BL. E-learning in its widest meaning refers to any kind of learning that is electronically allowed (Adewole-Odeshi, 2014). Consequently, it is important to present and implement the integration of technology in education as an essential instrument to enhance the process of teaching and learning. The flexibility of time and place is offered by the E-learning to both students and educators in the attempt to deliver information as well as give them more selections to learn and deliver instant and personalized communications with other students, tutors, and teachers (Al-Adwan & Smedley, 2012).

2.3 Definitions of Educational Technology

Technology can be defined as the method of using scientific materials and human resources for meeting human purpose, underlie many e-learning processes (Rao, 2017). It states the developments in the approaches and devices we use to solve problems or achieve an objective.

The use of technology in learning English as a Foreign Language (EFL) setting has to be taken as a natural development in the field and the EFL community should look at the advantages that online videos bring to students, especially in bringing "life" to the EFL classroom. Life here means using the foreign language for real interaction and learning it for communicative purposes. Using online videos in EFL setting facilitates efforts to learn the language.

In the current study, this term is used to refer to the use of technological tools in classroom that deliver learning content and support the learning process (Viberg & Grönlund, 2017). Arab scholars stated that term "technology" which is a European synonym for the Arabian term ("technician"), meaning: "the person who is fluent in the art of archery. Teo et al. (2018) showed that technology is: Using of science to resolve human difficulties; using of theories, scientific realities, and laws in a general organized way so as to contribute to influencing change in society.

Educational technology is a scientific approach which is used to develop the instructional process depending on the administration of human interaction with various learning materials so as to overcome instructional problems and to achieve specific objectives (Yang and Quadir, 2018). Educational technology offers a variety

of materials and alternatives that come together as an incorporated component for achieving educational aims. Educational technology is characterized by its greater effectiveness and proficiency on learning and teaching process (Golonka et al., 2014).

On the other hand, Hwang and Wu (2014) clarified that education technology is the integrated method that includes entities, approaches, concepts, strategies and its organization to investigate, plan, employ and assessed solutions for instructional difficulties.

According to Yang and Quadir (2018), it is possible to simplify learning by using educational materials. It is used for the improvement, association, and application of learning resources. E-learning is a word that deals with Educational Technology; it is the practice of technological tools as computers and digital technology in education (Domingo & Garganté, 2016). Technology satisfies the learners' visual and auditory senses. Educational technology takes three sides into respect: the ability of students, the concern and preparation of the teacher and the aims of the institution. Schools are associated with the Internet in modern teaching. With the use of online videos, for example, it becomes possible to bring the world into the classroom (Nomass, 2013).

Similarly, Venema et al. (2015) indicated that education technologies are systems which assist to control, assess and advance the instructional methods. However, Nomass (2013) stressed that the strategy and application of methods to make the teaching process more active would progress from the findings of the study in the instruction field.

2.3.1 Reasons for Using Education Technologies

Teachers encounter several stresses and difficulties as the variety of knowledge sources, population detonation and revolts in the domains of transference, communication and technology and subsequent growth in transmission rapidity of information. These difficulties lead instructional associations to explore resolutions. Many researchers paid attention towards the most significant advantages of instructional technologies.

These are the main reasons that lead to increase in using of instructional technology as mentioned in many previous kinds of research. Goldin and Katz (2018) stated that we live in the period of information, scientific and technological invention. According to those researchers, teachers should exploit technological means in the instructional process.

In addition, Goldin and Katz (2018) indicated the development of science and technology and the necessity to develop teacher proficiency. Depending on what is mentioned earlier, it is obvious that "educational technology" is not just "using of tools and machines," but is a manner of thinking and a method to resolving the difficulties that we encountered through the use of the accessible methods, as well as the outcomes of educational study used to strategic designing to progress improved solutions. Thus, educational technologies also can be considered as modern methods to facilitate the process of learning and develop students' performance by exploiting and administrating a suitable technological means and approaches (Collins & Halverson, 2018; Mattar, 2018).

According to those researchers, teachers should exploit technological means in the instructional process. In addition, the development in science and technology are the necessities in developing the teacher proficiency. Brophy (2017) showed the necessity of discovering resolutions to a student who needs the motivation and the practical presentation in their classroom. Brophy (2017) also emphasized a lessening in the teachers' numbers and a change in teachers' role because they become a supplier of information instead of being memorizing and the increase of self-education. Liu et al. (2017) added that technology can resolve the problem of students' differences and achieves educational goals with less time, exertion and cost.

In general, it is possible to clarify educational technology as a system (Gedik, 2017).

According to Gedik (2017), there is a strong association between technology, English language teaching and learning processes. During the sixties and seventies of the last century, many educational institutions began to use laboratories of English language learning. The traditional language laboratory did involve a number of small cabinets, provided with a cassette deck, a microphone and a headphone for each one. Teachers use a central control panel to observe their learners' interactions (Nomas, 2013).

However, Hasse (2017) indicates that the use of technology for educational aims belongs to the 20th century with the introduction of instructional films. At the beginning of 1920, the visual education commences. The first electronic computer has been used by University of Pennsylvania in 1946. In 1960, computer-based education was affected during in the world. Throughout this era, the students could access incomes through the use of related computer terminals. This was accomplished while

listening to the lesson been recorded during a related aid such as a television or audio device.

Subsequently, technology developed; Online videos and multimedia tools are used at schools. After that, Digitalized communication began to occur in schools. Institutions started to use computer networking to create distance education programs. In 2005, laptop computers and network textbooks were presented. The Internet is accessed via wireless and pocket computers. Then, many technological aids were accessible in school and universities (Hasse, 2017).

2.3.2 The History of Educational Technology

According to Boyd (2015), the integration of recent technological means into the classroom is not a new aim of educational and governmental leaders. The recent technological aids appeared to become social standards, educational and legislative supports assumed measures to incorporate these technologies into classrooms. A review of the study on technology incorporation in the classroom reflected positive and negative outcomes over time (Boyd, 2015). In 1913, Thomas Edison has claimed that books will rapidly be outdated in educational institutes. Researchers will soon be educated during the eye. It is likely to explain the new knowledge with the technological tool (Bailey, 2019).

Technology does not include only computer or machines. Many points of view stated that educational technology includes the systematic use of all the machineries of structured knowledge (Dicheva et al., 2015). Solomon(2000) as cited in Dicheva et

al.,2015)stated that technology includes artifacts, containing devices and machineries and the way of working processes such as methods or strategies. Usually other conceptions embody educational technology. Several researchers select educational design and technology, but most chose educational technology (Dicheva et al., 2015). Much earlier than 1920s, the mind was reflected a capacity requires exercise. Education was implementation, but through and after the 1920s, Thorndike influenced the rules of learning and formed instruction as a discipline. Through the similar period, Bobbitt provided an advanced concept to refer to the objectives for instruction (Dicheva et al.,2015).

Bobbitt's new conception appeared due to the effect of an objective investigation of the capacities and talents required for successful living. During the 1930s, Tyler refined the processes used in instructional objectives writing, recognized the cyclical process of evolving education strategy to produce positive results, and approved the determinative assessment progression. In the 1940s, the role of the educational scientists appeared as the basic educational progress group (Reiser, 2001 as cited in Delgado, 2015). Educational Technology emerged and started to be established at the beginning of the 1950s (Watkins, 2015). In the last 1950s, a limited terms used in the educational technology were standard-pointed testing, task investigation and objective description.

Delgado (2015) observed that authors like Gagné, Glaser and Silvern exploited these terms in their use of conception, like system development and an educational system to show their systematic procedures. In 1957, it witnessed the success of the Russian Sputnik, a software package that comprised of beginning a set of satellites to range the

Earth. To keep step with the Russian's technological improvements, the US participated millions of dollars in developing science and mathematics instruction. The existence of computers in education was rare before it received much attention in the early 1960s. Educational tools such as audiovisual aids create and change the learning and teaching ways by bringing new chances to the education activities taking into consideration the fact that the visual world is different, interesting and engaging. Therefore, the conventional teaching method is becoming more irrelevant unless it takes into account the technological and conceptual changes of the community (Nikolov et al, 2016).

However, the specialists advanced the educational resources without primary testing them with students (Cantu & Warren, 2016). The 1960s and 1970s showed a development of concern in new technology, which later might have a significant impact on the antiquity of distance-learning instruction (Hinkle, 2009). Through the 1960s, Suppes, a lecturer at Stanford University, explored the first computer-assisted instruction (CAI) software (Whelan, 2005). Suppes who was affected by the reputation of Skinnerian educational techniques designed greatly organized computer systems. Suppes' system recorded students' advancement via record, reaction, and lesson dividing. Whelan (2005) clarified that Suppes' study was very significant because he was intelligent in describing and creating the primary criteria to use computer as assistant tools in instruction. Unluckily, through Suppes' era, universities or schools frequently could not employ the computer-assisted instruction because of the massive cost of buying computer workstations.

Well-known psychologist and behaviourist Skinner supported the use of teaching technologies to be involved in the education of schools (Cantu & Warren, 2016). The use of machines in teaching helped learners in school. As Skinner argued, using such machines exclusively can achieve the students' requirements by supporting answers which learners themselves offer (Noble, 2017).

Cook (1962) argued the change and practice of the Socratic approach to educational machine. Cook (1962) asked whether educational machines would serve as the basic tools of educational change or as a supplementary means for classroom education. Cook (1962) suggested that instructional machines reveal the tendency in the community towards the use of machines in a routine life of individuals.

Educational technology field involved experts and alter mediators for helping with the increasing technology difficulty during the 1970s (Noble, 2017) advance programs focusing on educational systems plan appeared big development. Educational systems plan appeared like the main device of education for college learners as it comprised of an amalgamation of TV, graphs and content delivered through the computer and created meaningfully better outcomes than did old-style of education (Noble, 2017). PLATO, realized as a conventional systems method, comprised of a group of programs and lectures advanced for practice. Learners should enter PLATO by means of a period of involvement on a supercomputer. The programs stated. However, the result could be equivalent or larger to the result via traditional education, and many social issues were related. the use of PLATO by Learners was insulated from other learners, as well as learners' interaction was unhurried.

The 1980s involved the appearance of the educational practice of laptops and the presentation of technology programs, which stressed a learner's assignment production (At the same time, non-educational answers impacted on the application of educational design (Aagaard, 2015). In the 1990s, attention on constructivism improved, like did the use and development of electronic maintenance systems via presentation. The systems were depended on the computer and deliver users the need of a tool to accomplish specific tasks.

Towards the last of the 1990s, a special type of education appeared which distance was learning to be existed on the World Comprehensive Web (Aagaard, 2015). At the same time, investigation procedures started to form a significant part of the planning progression. Educational improvement was more advance, only in period of the controlling of microcomputers, the presentation and practice of educational technologies in commerce. At the beginning of the twentieth century, Cuban (2001) published his book about the educational technology development. Cuban (2001) did not pay attention to the significant of the educational technology advancement during the 1990s, instead of that he supported the technology from controlling partners in government and business, involving President Clinton and Congressman Gingrich, along with the stress control of the businessmen (Parker et al., 2017). The energy for employment of technology in instruction via the 1990s was not remarkable as the discussion that if education did not involve technology, instruction would become unrelated to students.

Throughout the 20th century, Educational institutes, local and government instructive branches stimulated to integrate technology in classrooms to enhance the instructional application of learners and improve the process of learning. Instructional leaders were not only encouraging the incorporation of technology in schools; they wanted to employ technology in the education to be a part of plans of government (Boyd,2015).

2.3.3 Integrating Technology in Education

According to Paola, et al (2015), technology is a significant device to support the process of teaching and learning of the English language. The use of technology for language teaching and learning can be depended on the concept that increased and utilizes of technology to enhance education and improve learning (Davies & West, 2014). The learner's ability to use broadly and deeply technological means has become possible since technology is continuously expanding (Pittman & Gaines, 2015). For instructional systems, it is not a simple task to separate the impact on technology from the effects of other elements whose effects were on teaching and learning a foreign language (Guy -Phillips, 2014).

Pittman and Gaines (2015) emphasized the importance of training students on how to effectively use the technological tools available to enable students improve their technological habits. The incorporation of technology into the learning process is indicated in the notice that innovation is significant, while instructors are becoming innovators in the classroom progressively which should take many years (Orhan, 2015). However, previous studies have been restricted to study the effect of technology on learners. There are few studies that concerned on the effect of technology in creating

and evolving a more interactive educational environment, which is part of teaching and learning.

The new knowledge would be more appropriate if a widespread measuring device was exploited to collect and compare data onto settings (Pittman & Gaines, 2015). According to Kennedy (2015), technology integration does not take place by accident; it takes place with educational strategies made with a goal which needs well-informed and skilled guidance. Fundamentally, technology integration must be simple and an acceptable element in recent classroom education. Also, he indicated that technology should not only be considered as a writing means, similar to a pen pencil, or paper-lined notebook. Technology should be considered as an educational aid needed to gather and incorporate knowledge to support learning (Kennedy, 2015). Technology materials involve tools and other infrastructure, network- centered communication systems and Computer (Hur, Shannon, and Wolf, 2016).

At the beginning of twenty centuries, students became very connected and need quick access to recent knowledge, as well as they are able to employ in instruction and learning in a higher level (Pittman,2015). No longer acceptable for teachers to have more access to technology materials than learners . The employment of International Society for Technology in Education (ISTE) levels to enable teachers to discover the digital artwork creation is achieved independently by even the youngest 21st- century students (Kuhlthau et al., 2015).

Furthermore, young students are able to digitally give information about software by writing and editing their own storybooks and movies. The precedent expectation about teaching with technology was for the teacher to be the central element in the classroom during interactive multimedia introduction exploited to get the focus on the 21st-century learner (Capellan University, 2014).

According to Pittman (2015), the use of technology in instruction can lead to the creation of more viable professionally advanced chances are designed to meet three aims: (a) decreasing the time which teachers need to learn to use technological tools and employ them, (b) offering specific plans for training learners on how to use technology, and (c) emphasizing the significance of technology to learners' future success.

Some teachers considered technology with a positive effect on instruction. However, teachers stand against the idea of learners having cell phones at school (Schaffhauser & Nagel, 2016). Learners are already attracted to the use of technology in their class, as well as engaged and able to attend more easily; teachers are required to employ this attention (Capellan University, 2014). Teachers will find information is provided by using technology which is protected against more maintenance and depth the former time, saving time and energy (Kuhlthau et al., 2015).

Teachers' professional development is the significant part of instructional alteration and an important connection between student's accomplishments and standards (Kennedy, 2015). President Obama documented how significant technology is and involved \$ 650 million in the central stimulus package for improving educational

technology (U.S. Department of Education, 2009). This package involved a technology scholarship program for states which would need 25% of the funds being used for professional development focused on the best use of technology in the classroom (U.S. Department of Education, 2009).

There are no many speakers of English in this world, but it is the most widely spoken across the country. Therefore, English is communal, governmental and sociocultural context, business, education, industries, media, library, and communication across borders, in addition to a vital subject in curriculum.

2.4 Comparison between Traditional and Educational Technology Methods

Teaching is the process by which the learners get new knowledge. It requires preparation and training. However, learning is the process of acquiring new knowledge consciously. It is the main part of the education system (Nomass, 2013). Traditional education concerns more on the teacher rather than the learners. The teacher has all the authority and has the possibility of speaking during the time of lesson, but their students are stable and have weak chance to participate. They only listen for the information delivered. A traditional method based on memorization approach by ignoring the use of critical thinking (Ko et al., 2014).

In the traditional method or “teacher-centred”, teachers take much of responsibilities for teaching in the classroom to make sure that their students understand everything they think. This method is characterized by efficient communication between teacher and students (Ko et al., 2014). Moreover, teachers administered their class in a distinctive and controllable way. Teachers use different means to pay attention to their

students to the lesson. In the traditional method, simple materials such as chalk and blackboard are used by the teacher to develop his/her teaching (Belias et al., 2013).

Ko et al. (2014) discovered that the traditional teaching method appeared more dominant before applying technological education means. In a traditional teaching method, teachers are the source of information in class. In terms of the sending device, the teacher can send the message through the “chalk-and-talk” method and is one method to flow of information.

During the last few years, the educational system has evolved as the appearance of technological aids which encourage many researchers to look for appropriate technological tools for improving learning and teaching process. That is why, education is depended on technology. By technology, learners are able to obtain new information. In education, the teacher is considered as a leader for his students. This assists students to improve themselves. Modern teaching pays attention to the individual differences between the students and their necessities. Thus, students are able to develop their abilities. (Belias et al., 2013).

In modern method, teachers have to use different types of advanced technologies to integrate those in class to enhance learning (Raihan & Lock, 2012). In recent days, learners are familiar with the use of a variety means of technology. It is significant for instructors to have a recognition of the manners of integrating technology into their classroom. Teachers may spend the time to help their students use technological

means. On another hand, incorporation of technological aids can encourage learners to learn and promote their English language performance as well. Technology is able to provide learners with more reliable ways which enable them to communicate and interact using a target language. That is why, technology can be the best significant resources to learn the language. In engaging learners in authentic materials, this leads to success in the process of their English learning.

According to Hwang et al. (2015), using technology in the process of language learning should be as a complement of the traditional teaching approaches. That is, using of educational technology does not mean ignoring traditional way of teaching. Most teachers have concerned about adopting ways for incorporation of technological devices so as to assist language learning. Hence, it is significant to recognize how to make use of technology in most effective manners.

The usefulness of the technological means will be based prominently on the employer's knowledge. Basing on the aim, language learning during technological resources can be possible. In PowerPoint, for instance, everyone can make a collaborative multimedia class. Audio, as well as video archives, pictures, graphics, text written in L1 and more, can also be supplementary (Lee,2014). Only with some time, teachers' lessons become more successful. Educational technology enables learners to be self-evaluated as well as offers chances for many students to be creative, imaginative, and positive (Chun et al., 2016).

2.4.1 The Role of Teacher in Educational Technology

There are many types of technologies which are integrated into class to improve learning (Raihan & Lock, 2012). According to Korkut, Uluc and Isisag (2012), the contribution of technology in education is great because it can promote the quality of teaching and learning practices. Using technology does not mean ignoring the role of the teacher. Teachers are still the leaders who guide their students in the classroom in addition to the technology in the lesson. Many researchers emphasized that it is the best for teachers to integrate their teaching tasks (Chun et al., 2016).

Chun et al.(2016) also showed that incorporation of technology in the learning process is not essentially about the teacher; it is also about the curriculum itself. Similarly, Collins and Halverson (2018) stated that incorporation of technology needs alternations in the curricula and in the instructional methods and principles for including technology inside them. However, Layous (2011) showed that the role of teachers in the area of technology is different from their role in traditional teaching method. According to him, the results of the said instruction feedbacks are:

1. Stress on self-learning and makes students autonomous, intellectuals and creative
2. Concerning the obstacles and students' requirements.
3. Teachers improved as the sources of stimulation to questions and answers.
4. A teacher has the liberty of increasing or reducing the use of technological aids depending on the needs of his students.

In addition to this, Goodfellow et al. (2016) emphasized the significant role of teachers in leading the use of technology in the class. In other words, teachers still have the main role in providing education with the aids of technology. Hence, teachers' role in the process of teaching and learning needs an accurate choice of teaching methods. Therefore, teachers have to exploit the entire knowledge of the curriculum. According to Clark and Mayer (2016) the selection of an appropriate method of teaching any new topic with the incorporation of technological tools depending on students' capacity and requirement as well as the knowledge of technology and its means. Though all universities are provided with computers, but majority of these universities underutilized these computers effectively and completely. Tondeur et al. (2017) justified this to many reasons, but all of the reasons are in respects with the teachers attitude, their proficiency and skills toward using computer. These are the main reasons for their underutilization of technology in the class. If the teachers have a positive attitude to the use of technology, they can play a significant role in the exploitation of technology for the benefit of their students.

Generally, technology has many advantages for teaching and learning process. Therefore, teachers have to pay attention to services that technology offers (Altun, 2015). They should think of their goals relating to teaching styles. Therefore, the use of technology would improve the role of both teachers and learners. Thus, teacher's role would be as a leader for his students to enable them to practice their ideas about activities such as problem resolving, decision making, rational objectives, handling complex issues, conflict avoidance and management (Raihan & Lock, 2012).

2.5 Online Videos

Utilizing videos as a tool for learning English by using sites such as YouTube, Vimeo and Metacafe boast (Alwan, 2004). It means that the video can provide a lot of information for the learners, get their attention to focus on the material in the video, and improve their comprehensive linguistic competence. Online videos are interesting tools for EFL teaching and learning process. It is used to develop speaking skills. These things have been exploited in recent years in the classroom, where the teachers can use picture and gestures with Online videos for indicating meaning, which is considered as basic element in teaching. Online videos can make teaching learning process more easily (Wijayanti, 2016).

Wijayanti (2016) stated that online videos are used to denote meaning without basing on language system. In this case, the term Online videos are more related to educational materials in the classroom. Those materials refer to any hearing and seeing activities in nature. As (Dike in Ashaver et al., 2013 as cited in ibid) states Most learners are more motivated and interested in the classes where teachers use Online videos. Online videos make the students able to learn than traditional materials as chalk, board, paper and pen (Abdullah, 2014).

Since the 1970s and 1990s up until the recent period, video is broadly used as a teaching device, EFL researchers and educators (De Buck et al., 2015; Legrain et al., 2015; Grobkreutz et al., 2018; Holbert & Wilensky, 2018) have emphasized the significance of integration video as an educational aid in the English classroom. EFL researchers considered that exposing Online videos for learners can offer cultural

environments for that foreign language (Mekheimer, 2011). In addition to this, learners become more motivated to learn with using of Online videos in the class.

Lee and Liang (2012) investigated the effect of great speech footages (available on line) in relation to students' cognitive speech difficulties in public speaking. They state that videos do play a significant role in teaching public speaking, since today, literacy comes in varying forms, and is not limited to text-based literacy only. Even more, it is reported in their article that observation of presentations helps students understand the constructs of public speaking, such as 'hand and arm movements, head nods, head gestures, facial expression, dress, posture, the details of the environment'. Speech delivery, too, can be discussed by students through these videos. About half of the playlists of the Academic Skills Course YouTube channel are allocated to student presentations, bearing in mind the same rationale. They also emphasize the importance of the selectiveness of the instructor when choosing videos, in their words: 'when used at the right time and place, audiovisuals exert positive contributions to language learning'. Rasheed(2014) in his study refers to this feature, and adds that online video is also a ubiquitous portal that is accessible anytime and anywhere. That is, for students to access the videos is very cheap and easy. Although this paper studies the perception of a course-specific YouTube channel to serve a speaking course, the literature refers to its benefits to develop other skills, as well. Noble (2017) analyzed the effects of online videos on developing students' writing skills and found out that there is a significant difference between the students who were taught by using online videos and those who were taught by using pictures. Interestingly, according to this research, the video-tutored students were found to have a lower writing performance. Apparently, visual and oratory skills are directly relevant to videos, and can be enhanced via using online video, yet the same may not apply to other language skills,

depending on the context and the practice. Online videos can accommodate different learning styles, too. Depending on the abundance of strategies they are used with, they can appeal to students who have an infinite number of individual differences from one another.

When the video is presented in the classroom, it does not only give information about the language, but the learners also can learn about culture of English native speakers. Then, it can support the learners' communicative competence in English. The third is to cultivate students' aesthetic values and ability to appreciate English videos of Artistic values. In this case, the video does not only present information about what the students have watched, but it is expected to make the students have aesthetic impressions of the video in their mind. It can encourage them to have deep thinking and critical review. So, the students can get a lot of benefits from the video. Then, Huang (2015) states that deploying video in English language learning provides special points to the students; seeing language in use, cross- cultural awareness, the power of creation, and motivation. It means that video employs important roles in the classrooms because the students do not only listen how the language used by native speakers, but they also can see about the language used in real context of communication. It also allows the students to know about English native speakers' culture based on the setting of the story in the video(Mekheimer, 2011). Then, it can develop the students' creativity and communicative competence because they can create their own video while using or practicing the language. Moreover, the students can get more interest in learning because they have opportunity to see the language in use as well as learn it from audio recorder. In this case, the use of video provides advantages for the students.

Wijayanti (2016) showed that using video in class is only listening with pictures. In recent years, the use of video in English classes has advanced speedily because of increasing stress on communicative skills. Holbert and Wilensky (2018) showed that video in the classroom offers exciting possibilities for language teaching and learning. Many learners prefer to use it because a video is motivating and challenging to watch. Wijayanti (2016) states that, in a video, the viewer is seeing the results of the writing, not only for reading or hearing them as in print and radio. Teachers are perpetually finding out educational strategies that facilitate to satisfy the wants of all learners. The employment of technology for instructional functions is one such methodology that effects on instruction. Instructional video technology offers AN avenue for the students' success. Educational Online videos are comparatively short Online videos that include directions on a way to complete a particular task (Shipper, 2013). The employment of educational Online videos within the class can build a big effect on educational practices and, similarly, students' learning, but implementing the technology effectively overcome learners' difficulties in learning the English language.

Instructional Online videos are accessible online. Therefore, this will enable learners to get the knowledge and enable them to be in self-engaged learning. A lot of time is usually needed to complete that task, but learners will be active in their learning (Ellis, 2011). Interesting connections and conversions will occur when teacher use video clips. This will lead to improving learner's attention (Lucking, Al-Hazza, & Christmann, 2011, p. 78). The findings of previous researchers emphasize on the significance of presenting instructional Online videos so as to enhance learner's

attention on a learner-focused method (Giannakos, Chorianopoulos, Ronchetti, Szegedi, & Teasley, 2014; Sherer & Shea, 2011).

With multimedia practices and the increasing attractiveness of technological tools as Smartphone and iPods, the learning chance has not been limited to the classroom walls. Sever, Oguz-Unver, and Yurumezoglu (2013) explore some advantages of instructional Online videos on learners' achievement. Those researchers emphasized the effect of using those Online videos in enhancing students' performance. The participants were 149 learners in the second year at college of Art. Their scientific experiment is included in the video presentation. For applying their scientific experiment, the participants were divided into two groups: The control group comprised of 71 learners was taught during traditional approach. The others were 78 participants were taught through educational Online videos.

The quantitative data from that experience indicated no significant differences in learners' outcomes comparing education by the alive teacher as opposite to a video presentation, the qualitative part of that study reflected some advantages for exploiting video in the instruction. One of this advantage is that, it is easy to teach learners by using instructional Online videos serve, especially, when a large number of learners are found in the class. Instructional Online videos would be as a valuable aid in this context. In addition, materials may be rare; instructional Online videos would be economical devices. Students are usually motivated to watch videos; the researcher notes greatly motivated learners in the video group. Teachers have the ability in arranging the video to be appropriate to their learners' needs and instructional goals.

Instructional Online videos can be exploited to create a more expectable learning atmosphere especially with involving in systematic experiments. The use of instructional Online videos as a teaching approach has a lot of advantages from stimulus to the administration of classroom (Sever, Oguz-Unver ,and Yurumezoglu, 2013). In this regard, Pai (2014) showed many benefits to make use Online videos within the classroom at the academic level. For example, Online videos may save the time of the lesson in the class. In addition to this, Online videos can be short and to the topic. That is, teachers can use a short video to explain the content of the subject. Brief educational Online videos spend short time than reading the same topic in books. Those Online videos created during multimedia. Therefore, learners have been watched multimedia extensively via both educational and private uses. Video materials are accessible to the websites as YouTube on the Internet may be easily shared with another learner through Internet links. It is collaborative when learners watch YouTube then write comments about this video in website. Those comments assist teachers in preparing for questions and interpretations that can be appeared in the classroom. Pai (2014) identified that the challenges face instructors in using instructional Online videos can be reduced by sharing video from websites. Therefore, all obstacles face teachers in using Online videos have disappeared in the recent time.

Recent Online videos are downloaded from websites like YouTube. Furthermore, costs which are related to buying instructional Online videos have been removed as many Online videos accessible to the Internet are completely free of charge (Pai, 2014). Kay (2014) proposed that educational Online videos may be exploited as a device for reducing “gaps between learner’s knowledge” and was desired by learners. Most of the learners agree that the use of Online videos enables them to get a better and easier

understanding of the content. That is why, they powerfully favoured using Online videos more than using a textbook. Thus, most learners get a better performance and knowledge after using the Online videos, as well as important improvements were noted by learner self-evaluation of information.

2.5.1 The Effect of Video in Promoting English skills and vocabulary

English language learning includes training the all skills which are speaking, listening, writing as well as reading. All these skills can be improved by the use of video. In addition, video can aid in increasing students' English vocabulary. The next sections give more details about the video's effects in each one:

2.5.1.1 The Effect of Video on listening understanding skills

Video has an important effect in enhancing listening understanding. That is, video develops the learner's performance in different ways such as pronunciation and intonation. However, Raid (2017) showed during his study that aural understanding programs are merely exposing a learner to the English language sounds is not enough. On the other hands, video can assist EFL students by providing them with visual forms for keeping their intention and focus through listening. Therefore, video assists in remembering information. Holbert and Wilensky (2018) showed that video helps in training focus during listening, when the video is stopped and students are asked to predict how it goes on.

Wagner's (2010) supported the benefit of using video through his experience on a listening test of ESL. Learners were divided into groups: the listening test was conducted for the control group using audio-only texts. on the other hand, the same

test was conducted with the experimental group, but the input was received via using videos. The findings of that study showed that the outcomes of video's group were 6.5% which was higher than the other (audio-only or control) group on the whole, which was an important difference statistically. Thus, the results of that study proposed that the visual information in the videos' texts supplied the performance of the group who used video.

According to Armion (2011), a real comprehension of listening occurs when people listen and view at the same time. Therefore, learners do not get information through words only, but during body language, for example. With assisting of language, communication can occur efficiently as people often communicate using gesture, facial expression as well as eye contact in order to convey their message. (Köksal, 2004). That is why viewing is significant in communication.

Furthermore, the use of video brings the student's attention. That is why a video is significant in teaching comprehension. For example, introducing long segments with video can assist students to listen with more concentration, as the pictures bring a focus via listening (Armion, 2011). Wagner (2010) indicated that, using videos tapes reveals a real (non-verbal) language while using audiotapes reflects explicit (verbal) language. Thus, videos have visual, non-verbal as well as contextual input, that is why providing EFL students with immediate visual and auditory stimuli that can structure for any need of understanding coming from listening only.

Visual forms in videos motivate learners' perceptions in a direct way. However, a written language can achieve this not directly. For example, movies are more active means than reading – besides non-visual language. Moreover, Koekoek et al. (2018) showed that the video's value that has live speech, which is essential for listening understanding, as intonation, as well as word stress, is significant to comprehend the intention of the speaker.

In addition, Koekoek et al. (2018) stated that EFL learner that learns English in the class with using videos get the higher scores in overall listening understanding than do in the traditional classes, text-based methods without using videos. Those researchers conducted an experience in the classroom with the participation of college students who learn the French language. The aim of that study was to explore the impacts of each teaching method to improve the listening and grammatical performances of French learners. The findings stated that a text-dependent educational aid promotes intermediate learners' grammatical skills, while a story-dependent, periodic videos-dependent educational tool enhances of both grammatical and listening skills of students.

2.5.1.2 Impact of Video on Speaking Skills

Videos can assist in improving speaking skills in various ways: when a teacher creates discussions relating to the exposed film, this can enhance his students' speaking skills. Furthermore, students can be asked to watch some parts from a film by removing a sound and creating their view during dialogue as much as possible. With taking into consideration that using films is a significant thing to develop a pronunciation and

intonation of students. According to Qiang et al. (2007), learners' articulatory organs work, until with only watch films in silent ways. This occurs only if students are totally engaged in their watching of a certain film. In short, the weakness of their study is that they did not show clearly how to communicate better in speaking than the traditional method of teaching. In addition, they didn't reveal a useful evidence in support of using these materials.

Creating a variety in classroom activities is necessary for the English language teaching. So, many previous studies emphasized the importance of using video in the process of English teaching: For example, Stephens et al. (2012) emphasize the significance of using pre-, while- and post- watching in their experience named 'The Film Circle' effectively lead to motivate learners to speak as the main purpose of that experiment. A project of 'The Film Circle' consisted of five learners of high school having diverse roles to do according to their capabilities and interests. In that group each one should analyze a film basing on a different view and draw conclusions. After watching the film, the learners worked in groups, taking their role to introduce the information they collected and shared in an argument of the film they had seen. The discussion was essential, with including students' activities in the class such as asking and answering or reading their notes out loud. In the end, Stephens et al. (2012) concluded that using a film can help learners by enhancing their target language if their teacher set achievable communicative purposes for their learners and support any learning activity in the class.

Moreover, Sharkey and Nurre (2016) emphasized the role of video in pragmatic use of a target language by referring to how situation comedies can help viewers to

recognize pragmatic language use, that is, how viewers use English in an appropriate way in diverse situations, basing on several factors such as the association between the speakers, their setting, and the situation context. Dialogues in texts regularly reveals what peoples think to say something, more than what we in reality say. That is why it is difficult for English teachers to enable their learners in learning pragmatic language use in a correct way.

Thus, teachers should recognize that teaching speaking skills does not contain merely teaching pronunciation and intonation, but also some other important sides, such as pragmatic language use, videos can be considered as supported resources in language teaching in these aspects.

2.5.1.3 The Effect of Video on Reading Skills

A video is benefited medium to promote students' reading skills. For example, subtitles can be used to improve students' reading skills. Mirvan (2013) stated how Wagner's (2010) experience with a real soap opera, evaluating its impact in increasing reading understanding of students. Wagner uses activities of caption-on and sometimes caption-off for allowing students in applying their reading skills. The findings of that study stated that the students' reading skills can be developed after few lessons with integrating videos through one year.

According to Chen (2012), not only subtitle of videos as a source to enhance reading understanding of students. He claims that listening as well as reading comprehension need the same capabilities for recalling, guess, concluding, making implications, or following commands. Thus, watching the film can help students in promoting the

similar abilities as reading a text. The weakness of Chen's study is that his research focuses on using one type of video in the class. However, the teacher needs to conduct many types of videos to motivate the students to learn and improve their reading skills.

Film can be an excellent means for improving students' critical-thinking, which are significant for viewers as well as readers. It is different from literature as there are various tools can be used with a film such music, lighting and so on. These tools can bring students' attraction and assist struggling readers. In this context, Sharkey and Nurre (2016) point out that using film is necessary for facilitation and increasing the students' literacy and critical-thinking skills. According to Sanderson et al. (2016), it is significant for teachers to make use film in two different aims: as a fun element at home and as an instructional aide in the class. Violence can be existed in action films but at the same time these types of films can be exploited as literature in English classrooms, when classroom arguments or writing essays about the terrible effects of the violent acts for the characters in that film. All these activities are achieved under the motivation and administration of the teacher.

Thus, video can support reading skill in the English classroom. Jadranin et al. (2015) emphasized that the film achieved the book function. At the same time, it enables the learners to train their English skills. Thus, Jadranin et al., (2015) stated that teachers are able to make reading classes more attractive to students by using film.

2.5.1.4 The Effect of Video on Writing Skills

Writing as one of four English skills can be enhanced by watching the film repeatedly. Anshari et al. (2017) stated that soap operas can be considered as an attractive source for EFL students to improve their writing skill. Learners can be encouraged by their teacher to write comments in media diaries reflecting their own opinions or view for what they watch in the film. In short, the weakness of their studies is that it considers writing as reflecting for a specific purpose and it happens consciously in a social setting through imitation and analysis.

The phase of post-viewing can be particularly good in developing the writing skills of students. students can be asked to write their own views on what they watch in a film. For example, at the last part of a workshop depended on watching a certain film 'You've Got Mail', Eken (2003) asked his learners to reflect their own opinions by writing a review of 'Film', in a famous British magazine. The guidelines for writing the review were distributed and copies of two reviews as a sample on a different film from the magazine to make his learners familiar with its style and format. Their reviews were written individually, then each one checked other's work, and their revised reviews were submitted. The teacher gave their learners his feedback on each work. The reviews reflected a development in the students' written skills in the target language, with efficient use of terminology and new expressions.

2.5.1.5 The Effect of Video on vocabulary growth

Using video can assist not only in developing the four language skills, but also in students' vocabulary growth. (Rima, 2016). The use of movies can assist the students

in learning new words without difficulties. In addition, movies can increase students' motivation, bring the fun element and support the process of learning by altering the usual routine within the classroom (Rima, 2016). Similarly, teachers can benefit from the use of movies in facilitating the process of teaching new English vocabulary with saving time. Movies can have the same effect on learning vocabulary as texts or books during frequent encounters with new words (Webb, 2010). In short, the weakness of Webb's study is that it focus on the skills which are required to produce a text and students are considered as being passive.

The findings of Webb's study give proof that viewing a film will have no a significant effect on the process of learning new vocabulary. Ordinary watching films for a long time, on the contrary, has the big effect on learning vocabulary. Thus, Webb (2010) proposes that watching seventy movies can have great benefit in learning vocabulary. However, there is a need to have enough examples relating to the way of using a word. Moreover, Webb emphasizes that only the learner, who has obtained a large number of the target vocabulary which is three thousand word families, can comprehend and learn a target language via watching films.

Stephens et al., (2012), in their project named 'The Circle of Film', where the learners learned related words and discussed a phase before watching the film. An activity of cloze was helpful to a phase before teaching the vocabulary: the participating of learners in that experience were given a handwriting where many words are omitted replacing by blanks. Because they watched the trailer before, the learners should read and listen for filling in the deleted words.

According to Sydorenko (2010), feedback and opportunities are significant elements to enable students to learn new vocabulary, if not students cannot learn new words from videos. Sydorenko (2010), also stated that learners may fail to remember these words without using them in the daily speech life.

2.6 Related Studies

Recent studies on using videos as supplemental tools for English learning. These studies also explore students' perception towards using videos in the class (Ali, 2017; Eken 2003; Stephens et al., 2012; Webb, 2010). These qualitative studies used interviews and observation as instruments to collect and analysis the data.

BlaikHourani (2011) found that "the more students view online videos as useful, the higher satisfaction with the system" and also "technical assistance has contributed to students satisfaction with using videos to learn English" (p.193). Escobar-Rodriguez and Briggs et al.(2018), in a similar vein, claimed that "the easier students perceived videos, the more willingly students accepted videos, and that "teachers' support in using videos had a positive effect on students' acceptance of videoss" (p.1091). Other studies focused on students' opinions about the usefulness of the videos for their online learning. In his study about students' perception of the interactive quality of Moodle, Kazu & Demirkol (2014) found that students attributed their success in courses using online videos to the way it enabled interaction. In other words, the more interactive the features, the more successful students were. In another study (Dawood, 2017), students compared the features of Blackboard with those of videos, the results showed that the

more integrated the potentials of videos were, the more likely students found online videos to be useful.

Observation and interviews were the main tools were used to collect and analysis the data of these studies. These previous qualitative studies about teachers' and students' perceptions of online videos provide useful practices for investigating teachers' and students' ideas and opinions about this technology.

Ramírez (2010) want to show attitude of EFL students towards using video as one of Online videos in learning English . The outcomes have been measured with qualitative and quantitative methods. Pre and post-test ,direct observation and questionnaire are used to collect the data. The data were collected from the 2nd year of EFL students involved in the project show that they have experienced the beneficial aspects of the videos. Due to these results it can be resumed that using videos in the language classroom is highly beneficial for students in the learning process. For this reason they should be included in the lessons. Reflecting of EFL students' opinions is one of the aim of Ramírez's study. Therefore, the current study made use Ramírez's study's exercises and his open-ended questions with modifications to be suitable with the whole aims.

Several scholars have emphasized the use of online videos to develop the learners' autonomy in English language learning, particularly in the EFL teaching and learning process. Szendeffy (2005) indicated some advantages of using online videos such as creating real environments; offering greater learner control; giving task-based, content-based, and project-based activities; and communicating with native speakers

and other learners. Williams (2005) claimed that the use of online videos can offer students both assistance and autonomy in the writing process.

Al Nashash (2006) studied the perception of Jordan female students towards using a video at a secondary school in Amman, Jordan. He used pre and post interviews for collecting and analysing the study data. The results showed that Jordanian students, who used some types of Online videos in teaching and learning the English language, performed better and also showed genuine improvement in written and spoken skills in the target language. The students reflected positive opinions towards the use of Online videos. In their responses for interviews questions, they stated that online videos helped develop their English better than previous conventional methods. According to Al Nashash's study, Online videos enabled the students to practice their English language and encouraged them to be more active in the classroom. The results of his qualitative study suggest that Online videos are productive and effective to Jordanian EFL students in terms of qualification and enhancement. However, three instruments were used to investigate Iraqi EFL students' perception toward using online video in learning the English language. Observation, learning sheet as well as interviews to achieve validity and reliability of the study.

Medina and Mario (cited in Alkhayyat, 2016) summed up the significance of Online videos in learning as enriching the learning environment, developing the learning process, making English teaching and learning more accessible available, and producing cost-effective solutions to the dissemination of knowledge. Kausar (2013) showed the significance of Online videos in learning the target language and claimed that the students are facing a lot of problems of learning English language and feel it

is not easy to learn the English language without using of Online videos. In addition, Kausar indicated that Online videos should be used in the English language classroom to facilitate the process of English learning.

Anil (cited in Wazeema and Kareema, 2017) emphasized that video used to develop the thinking skills of students. Pronunciation, vocabulary, accent, reading, writing, speaking skills and listening can be taught using multimedia. Students' creative, analytical and productive skills can be improved by showing colorful pictures, inspiring speeches by great people. These methods help students to improve their communicative skills in the English language. Concerning the integration of Online videos in English classrooms by combining pictures, sound and text are noticeable. Anil claimed that new technological improvements have opened new opportunities to integrate online video in English language learning classrooms. However, these aids are not being fully utilized. In short, the study suggested that new teaching strategies must be explored to improve the students' thinking skills and the current study tried to address this with the help of online videos.

Yunus et al. (2013) investigated the teachers' views on the use of online video as a motivational tool to enhance students' interest in learning the English language. The study indicated that the majority of the teachers had positive views and attitudes towards the use of Online videos. Daniel (2013) talked about the benefits of the use of online video in teaching English among students. It creates interest in learning in the students, it is time-saving because it explains the idea easily and precisely, the burden

on teachers is reduced, it makes learning English easier, it helps students to pay more attention to the lesson.

Halwani (2017) asserted that reading and writing can be improved when teachers used Online videos. According to Halwani, these tools can help students to grip the content and become interactive in the classroom with no fear and shyness in using their English. To reveal the effect of Online videos in learning compared to traditional leaning, Alkhayyat (2016) surveyed more than 500 studies which compared learners who received Online videos instruction with the learners who received traditional instruction. They found that learners tend to learn and develop their English skills more and in less time with Online videos' class.

Wazeema and Kareema (2017) conducted his study to illustrate the importance of using Online videos in learning English at South Eastern University of Sri Lanka. Wazeema and Kareema gathered the study data by using interviews and observations. The finding of that study showed that using Online videos in language learning classrooms is important to increase the interest, knowledge, and proficiency in the English language among students. Similarly, Aruan (2018) conducted his study to show the effect of using Online videos in English classes at the International Islamic University in Malaysia. In Aruan's study, tests and interviews were used as tools to gather the data. The findings revealed that the use of Online videos helped to motivate the students to learn the English language. Its use can help to make the English classroom livelier and more enjoyable. In addition, it creates an effective environment for learning a target language for students.

2.7 Advantages and Disadvantages of Using Online videos

2.7.1 Advantages:

Recently, innovations in technology affect our works, education, scientific progress, workshop, communications among others. Information and communication technologies have integrated every part of our life (Khakimullina et al., 2018). Computers are now used for few purposes; they are in all forms of recent life, involving education field as well. The use of ordinary teaching method is not sufficient to teach English successfully. Therefore, innovative changes have exploited the classroom learning beside the traditional teaching methods (Susikaran, 2013).

According to Raihan and Lock (2012), a well-planned lesson will enable the students to learn. The process of teaching and learning English has changed after the advent of technology. That is, technology leads teaching environment to be more successful than the lecture-based traditional classroom method. Dipika (2014) focused on the importance of looking for the best ways to use technology in the classroom, even if they are not professional in using the technology and cannot act as a skilled.

Technology provides teachers with many options of making his teaching more interesting and productive in terms of development (Patel, 2013). In traditional classrooms, teachers usually follow the traditional way of giving lectures and explanations by using blackboard or whiteboard. These ways need somewhat to be changed according to the technology development. (Wagner, 2011). The use of multimedia assists student to be gradually familiar with new knowledge. In this sense,

the use of multimedia described here in form of print texts, film, and internet to improve and foster learners' skills in English and expands their knowledge (Ballantine et al., 2017). The use of online video gives learners a chance to obtain information and present them to various materials for analysis and explanation of both languages and situations.

The use of internet makes students to have an extensive range of knowledge collection of English language texts in many areas (Rao, 2017). Video can help EFL learners by providing them with authentic learning materials. Ismail et al. (2017) indicated that, the use of video reflects authentic use of the English language. According to these researchers, authentic resources can be spoken or written language that have been created in the real communication, and not specially written for language teaching aims.

There are a variety of authentic materials which can be in forms of TV, films, song, among others. The genuineness of an authentic materials makes them to have the ability to connect learners in the real environment (Hung, 2015). However, EFL teachers are not familiar on the use of these authentic materials in their classroom. It is significant that students use different types of authentic materials of different kinds and as much as possible. This can assist them to make the significant links between the students' environment classroom and the real life beyond it. In addition, using authentic materials increase students' motivation, focus and participation in different learning activities more than traditional materials (Rao, 2017). Lialikova (2014) shows the main benefit of using video in the classroom that helps learners to achieve their

learning outcomes. Thus, the most outstanding characteristic of using video for educational aims is that video can help in increasing the students' motivation to learn English (McNulty & Lazarevic, 2012).

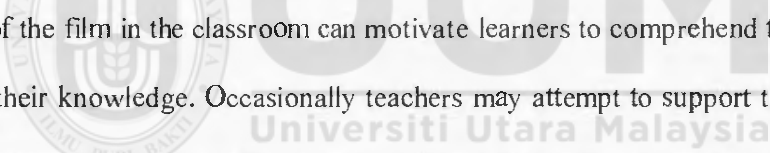
In addition, video as one kind of authentic materials carries intercultural consciousness to the learning environment. EFL teacher ought to be aware to the important fact that the English language teaching does include teaching grammar, vocabulary and teaching foreign cultures (Rao, 2017). However, teachers are restricted to a limited time and curriculum. That is why, including cultural lessons is not the first aim in the English language teaching. The use of video in language teaching can help EFL teachers by providing them with the chance to improve learners' cultural consciousness and making them familiar with the foreign cultures as well as enhancing four English skills and increasing their vocabulary (Hung, 2015).

According to Roell (2010) indicated that films are active aids in facilitating intercultural learning. In this context, culture has effects on communication, it assists EFL teachers to present lessons and learning activities that reflect the impacts of culture in interaction among people from different parts in this world. Several films have good examples of intercultural contact and can be helpful materials for EFL teachers.

Video can be used for other goals such as enhancing students' communication using the target language in their class. Rao (2017) indicated that the prominent feature of

films is their capacity to introduce whole communicative cases. In fact, video is active tool in the class as it requires learners to interact and produce their reactions to the content of the video. After watching any film, for example, a teacher can ask students to answer questions.

Video is also a significant medium for learning new vocabulary. When you have image, reactions and aims to attach words, this reflects your comprehension of these words (Gee & Hayes, 2011). Thus, video assists learners to see the target language 'embodied' by offering images and the other characteristics as named by Gee and Hayes.



The use of the film in the classroom can motivate learners to comprehend the topic and enhance their knowledge. Occasionally teachers may attempt to support their learners to learn through technology; they disregard the most significant aspect that is learning going with technology (Pandey, 2014). By exploiting technology, Learners can learn well in the classroom because technology improves learners' thinking skills. Therefore, an appropriate combination of multimedia with teaching methodology can attract students' attention to English learning.

Many studies attempt to discover the effect of technology on the classroom and how the use of technology can assist in achieving the best outcomes (Dawson et al., 2008). Recently, teachers begin to explore the important role of technological aids and exploit them in their teaching accordingly. According to Engida (2011), there is a sufficient

diversity of modern authors to make generalizations that can be functioned as in any learning context. One of these generalizations shows that the use of technology in the classroom can develop learning method by the learners.

Mostly, modifications have a positive effect on creating a learning environment focusing on learners instead of teachers. This leads to the alteration of the traditional teaching by using computers as learning aids. In place of the fixed teacher-centered situation where the students receive information only. This improved the learning system from being centring on the teacher method of teaching into Learner-Centre's mode. That is, the learners were passive participants in the traditional method with little role in the learning process. However, English teaching which depends on a student learner-centred will develop the learners' critical thinking skills and the ability of problem-solving (Rodinadze & Zarbazoia, 2012).

The learners are engaged in meaningful tasks such as problem-based learning projects, using the Internet in looking for information, or the training for introducing assignments. Software and hardware are the devices exploited by the learners to accomplish an assignment to their teachers. This will benefit both the learner and his partner who may analyse, discuss and learn in a collaborative way (Dawson et al., 2008).

All of these issues create motivation for learners to learn, and to be independent in their learning. The teacher has only the role of a guide to direct learners for achieving their learning aim. There is collaboration between teacher and learners in such a method that there is rising in critical thinking skills and using of computers as learning

aids. Their using of these tools and media will form the way in which enhance and develop their English performances (Drayton et al., 2010).

Another Advantage of using technology in the classroom is the growth in collaboration between teacher and learner. This communication is demonstrated for the frequent use of computer and the role of the learner as a tutor. Giving the learner a chance to become an assistant in the learning process. This will increase their self-respect and self-reliance. Also, it will enhance their ideas and communication skills. The use of technological devices in the education makes better communication for the learners. For example, with the universal Wide Web, Learners will be able to speak easily with native English speakers because the learners have sufficient abilities in English. The use of multimedia makes the available existing authentic situations; it can assist the learners to apply and develop their English language. This communication is appropriate for the learners who are not confident to speak English. (Rodinadze & Zarbazoia, 2012).

Actually, the learners can help their teacher on technology steps for such reasons: Firstly, the learners have had the more time than their teacher to use technology. Secondly, the teacher usually works on guiding the education in general (Mouza, 2008). This enhances the meaningful use of learner for technology and collaborative sharing in their learning environment. Thus, the use of technological aids in the classroom reveals positive aspects for both the teacher and learner.

Online videos as technological aids will provide the learners with different activities which will assist them to learn effectively more than to use traditional methods and apply their English language in active and interesting ways as well. This means bigger access to information and improvement of English skills. (Rodinadze & Zarbazoia, 2012). For instance, watching films can provide a good English learning environment for the learners to have spoken, listening and writing lessons. In this way, learners are able to improve their communicative abilities. Learners can make the use of Online videos to develop their English speaking skills and their knowledge about the target language culture which will develop gradually with the use of these technological tools. (Rodinadze & Zarbazoia, 2012).

Depending on the computer to present a new vocabulary and language instructions in classroom acts as an authentic learning experience that enhances learners' responsibility. Teachers report that presenting a systems Internet, encourages to direct learning and the acquisition of responsible behaviours by the learner (Zhao et al., 2017). Even without any classroom teacher, the learners can learn knowledge through computer which will assist them to be independent of their learning. Furthermore, the learners can look for the correct answers to do their homework.

The use of technology can make studies more easily. It can foster the learning process for an interesting way of using a lot of images and graphics that can be provided by a computer (Rodinadze & Zarbazoia, 2012). Similarly, Zhao et al. (2017) stated that, this type of learning is as an additional factor that gives the learner a certain amount

of self-direction. Henriksen et al. (2016) stated that other advantage of the computer-based classroom is the gradual increase in learners' motivation.

Many studies prove that learner who learns in the classroom with using technological aids are more enjoyable than those who learn without using these aids. The former often shows their improvement in their teacher's requests for any given assignment. In addition, Henriksen et al. (2016) emphasized that increasing of motivation has a significant role in creating activities such as different kinds of written tasks. A meaning of superiority and enablement will be distinctive features of the learners.

According to Centre for Digital Education, (2010) technology contributions to education can be summarized as follows:

- It encourages communicative actions and offers real viewers and real materials
- It provides understandable input and output (Students can understand easily the presented new knowledge)
- It can support mental abilities and critical thought skills.
- It uses task-based and problem-solving.
- It offers techniques to support the development of the education.
- It can assist in the improvement in the fourth skills of the English language.
- Learners will be the centre of activities in the class. Therefore, technology reinforces learners' independence and assists them to feel more confident.
- It uses different procedure and methods to promote various learning styles and plans.
- It raises learners' stimulus and confidence.
- It can deliver suitable feedback and valuation.

- It can be associated with home and society. During technology, instructors and learners can connect at any time and place and simultaneously with groups and family everywhere in the world.
- It can be considered as a depended source of ESL and EFL content in the educational field.
- It can provide professional advancement chances of FL instructors and learners.

The other advantage of using Online videos in education is creating a collaborative learning environment. Collaborative learning relies on the notion that learning is carried out by pairs or small interactive groups (Andreas et al., 2010).

Vygotsky (1978) points out that the best theory of collaborative learning is the constructivism theory. This is due to some meaningful learning interaction taking place among learners. Online videos offer collaborative learning which provides learners the opportunity to talk, interact, collaborate, and experience many situations in a safe and controlled method(Raid ,2017). Thus, these tools have great potential for creating collaborative learning. It gives students ample training and enables them to work with other learners collaboratively.

2.7.2 Disadvantages

According to Alberto Martinez et al. (2010), teaching the incorrect things is one of the disadvantages of using educational technology. Moreover, the learner can feel bored using a computer for a long time, while classes are too time-consuming. Also, many educators and learners did not receive a training by their institutions on how to use

educational technology. Furthermore, there is more wrong information on the Internet. Therefore, educators and learners should select more dependable sources. Educators should select the appropriate technological devices. It is the main step to make sure the active use of Online videos in education (Paola, 2015). The use of these tools can assist the teaching and learning process by making lessons more exciting, increasing learner' motivation and developing the process of learning (Alberto Martinez et al., 2010).

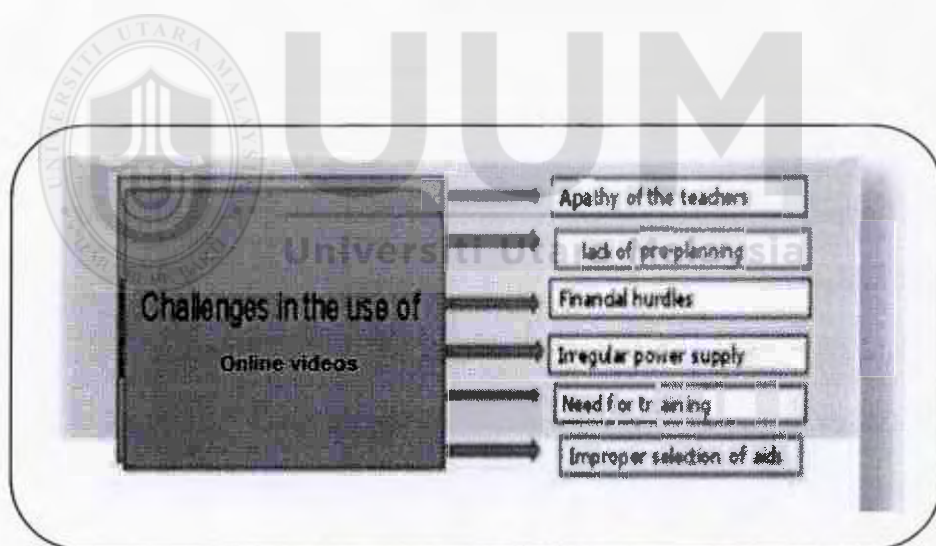


Figure (2.7.2) Challenges in the use of Online videos

There are many challenges to the use of technology in the lesson. One of these obstacles is related to teachers have not trained that technology is necessary to improve teaching skills within the class. The other obstacle belongs to the existed differences in the curriculum (Hudson, 2018).

Need of training: instructors should know how to use the technology. Secondly, some educators reject to incorporate technology in the process of teaching and learning (Tiarawati, 2015).

Apathy of teachers: instructors have not willing to modify their traditional teaching methods (Lepi, 2013). Most teachers do not prefer to use modern technologies for teaching and learning. They have a negative attitude to current technologies. Therefore, they need modification in their attitude and willingness to familiarize with the current progressions to integrate modern technologies into their classrooms, and better approaches to teaching are required (Paohhuyla, 2015).

Improper selection of aids: technological aids ought to be used appropriately. However, if they are implemented with no purpose in mind, their occurrence will be unsatisfactory. Thus, educational tools ought to be selective in accordance to students' needs, levels and other associated factors (Robinson et al., 2008).

Indifference of students: the request for individual learning is not sufficiently supported by new technologies or practices. Technology is not constantly appropriate for all learning styles. Nevertheless, it can assist each learner to obtain his requirements; a variety of the technologies are only initiating to improve learning (Poala, 2015). Teachers should assess both the positive and negative sides of using educational technology and its impacts on the process of teaching and learning English language. (Lepi, 2013).

Financial hurdles: governments and organizations should give more interest to set up audio-visual education. Underdeveloped countries have serious problems concerning the lack of programs; in turn, they could not enable them to achieve further objectives. In other words, financial hurdles are one of constraints to the use of technology in the lesson (Malapile & Keengwe, 2014).

Irregular power supply: technological materials need electrical and technical power in order to work. So, these devices will not be activated unless there is enough power, and this fact could be unwelcomed prospect from the part of certain countries and areas which have insufficient energy (Sola, 2012).

lack of pre-planning: Van Lieshout et al., (2018) stated that the teachers' lack of pre-planning and preparation can lead to failure in of using Online videos. Many researchers have shed light on the significant role of planning as the way to effective presentation, application and discussion.

2.8 English Language Learning

English has also emerged as a tool for international communication in politics, business, technology, education, and research. In Iraq, teaching and learning English occupies an important place in the education system to meet the requirements of international economics and deal with growing local, national and international requirements for English skills (Raid, 2017). Most EFL students consider English language learning as a challenging task. For example, Iraqi EFL learners face many serious problems in language learning including, speaking, reading, listening, and writing. The main reasons that lie behind these problems are many: Iraqi students use

Arabic in their daily communication, the lack of the English language exposure, the weakness of the input in their language teaching context, the lack of opportunities to practice the target language in interactive communication, the lack of students' motivation, etc. (Al Khayyat, 2016).

In fact, Iraqi EFL students are often described as inactive elements as the teacher does all activities in the class. That is, the teacher takes up a large percentage for activities during the lesson time (Taqi, 2008). This is one of the reasons for the poor learning achievements for Iraqi students in English. In this regard, there is no chance for the students' participation in the classroom other than receiving input and answering questions in the exams. The EFL teacher does not encourage students to practice their English during discussions(Al Mamun, 2014).

Traditional education is usually used in teaching Iraqi EFL learners. It is mainly depended on the teacher. In this context, students have a passive role in the class. Therefore, the traditional learning of English is not an effective way of developing learners' participation and interaction (Altun ,2015). learners need a kind of encouragement to become active elements in the English classroom. According to Alwan (2004) learners who learn the English language via a traditional teaching method are unable to actively practice their English. Alwan indicates that to provide students with a meaningful opportunity to communicate in a target language and enthusiastically practice their English skills, a new teaching and learning method should be adopted. One of the main aims of English language learning is to help students use their English to be able to reveal themselves during discussions with their teacher and other students in the class (Yang & Chen, 2014).

In the language learning process, the communication with other learners or native speakers of the target language has been recognized as an essential part of the learning activities (Amin and Kalam, 2018). Interaction activities provide unique opportunities for students to use the target language in communication. It will lead learners to acquire what they need and what they actually want to be used in real situations. Learning in real situations is important to help the EFL learners to improve the foreign language in a meaningful way (Anil, 2015).

In the history of using technology in education, it is focus on enhancing efficiency and effectiveness in teaching and learning with technology. In this regard, schools, governments and researchers all over the world have advocated enhancing student learning by using technology. It occupies a growing role in most educational sectors. It is changing the lives of individuals: helping learners learn at any time and place. According to Shyr and Chen (2018), the biggest advantage of technologies is that it provides students active learning opportunities to develop language skills at higher levels.

Furthermore, technology provides high quality educational offering and allows a convenient and flexible learning environment without restriction of learning. Glăveanu et al. (2019) maintain that the global technological scenario has offered new educational opportunities in the teaching and learning procedure. That is, technology has enabled the education system to obtain a new vision which is changing from presenting information to problem solving activities by involving new instructional experiences. This, in its turn, can enhance learners' English level.

2.8.1 Attitude

Dande et al.(2019) define attitude as a relatively enduring organization of beliefs around an object or situation, predisposing one to respond in the same preferential manner. Attitude is a paramount concept to understand people behavior and is clarified as a mental state that includes feelings and beliefs. In other words, it is a set of beliefs developed in due course of time in a given socio-culture setting (Latchanna & Dagneu, 2009). Beliefs about L2 learning is directly associated with success in the language learning classroom. To Social psychologists, attitude has been the center of attention in the explanation of people behavior. Depending on students' attitude, the process of English learning becomes difficult or easy. If learners' attitude towards language learning is good, they will be strongly influenced to learn a target language because students can be expected to be able to participate and interact with their teacher and other students in the English class (Raid, 2017). On the other hand, students' negative attitudes can affect negatively towards English learning, particularly when they have problems with the teacher. Thus, learners' attitude is one of the important variables that influence their learning outcomes.

Attitude is defined as beliefs, opinions, ways, and reaction, with regard to some troubles. That is, attitude is understood as a tendency to react negatively or positively to certain things, e.g., objects, persons, thoughts or situations. Therefore, the student needed to have positive attitudes in English classes(Latchanna & Dagneu, 2009).

When Online videos are utilized in language learning classes, the students' attitudes is a vital point to be considered in terms of the helpfulness of technology use in the teaching and learning process. Nomass (2013)emphasizes that EFL learners have

positive attitudes towards using technology in classrooms. He indicates that the use of technology in English learning can help students learn and develop their English.

2.8.2 Language Anxiety

Language anxiety is a complex and dominant phenomenon in education and can negatively affect learners' performance in the target language. In the language classroom, if students face anxiety, they become inactive and worried with having a sense of fear (Raid,2017). Anxiety can be defined as tension, apprehension, nervousness, and worry related to the arousal of the people responses of the nervous system(Khodadady & Khajavy, 2013). Language anxiety is defined as the negative feeling aroused when learning or practicing a target language(Raid,2017). Many researchers, teachers, and learners have always been interested in what factors cause students' language anxiety.

Yan & Horwitz (2008) state that language anxiety is seen as one of the great difficulties of English language learning and achievement. Yan & Horwitz show the sources of anxiety are: (1) personal and interpersonal anxieties, (2) instructor beliefs about language teaching, (3) learner beliefs about language learning, (4) instructor-learner interaction, (5) language testing, and (6) classroom procedures (p. 327). Furthermore, some studies have suggested that anxiety occurs as an outcome of poor learning ability (Yan & Horwitz, 2008). Language learning anxiety may be a result and cause of insufficient command of the target language (Raid,2017). In other words, it may be experienced because of the linguistic difficulties that the EFL students encounter in learning and using the target language.

Foreign language learning anxiety has been combined with a lot of negative results and these can be classified as psychological, physical and social (Andrade & William, 2009; Özütürk & Hürsen, 2013). Psychological factors can include embarrassment, fear, poor memory recall and helplessness. Physical factors can include dry mouth, rapid heartbeat, and sweating. Social factors can include negative behaviors such as absenteeism, unwillingness to participate and withdrawal from the course. Thus, these factors influence language learners' performance as well as low achievement.

In light of what has mentioned above, the existence of high levels of language anxiety occurs in most of the students. In addition, for many students, the formal language classroom setting is a main source of anxiety as it is required to be more correct and clear in using the foreign language. Often, the lack of confidence and competence are the most pressing reasons of language anxiety. To be more specific, a learner may feel embarrassed while speaking in front of the other students. This is about the learners' concern about making mistakes. In this context, it is important to provide learners with the notion that mistakes are part of foreign language learning (Hashemi & Abbasi, 2013). Otherwise, the students may feel anxious and be under stress in the classroom environment. Students have always got low achievement with more anxiety and in turn, low achievement makes learners much more anxious about learning. As a result, anxiety leads to increased anxiety thus increasing the barrier to L2 acquisition.

According to Ohata (2005) cited in Özütürk & Hürsen (2013), there are various types of anxiety: Trait anxiety, state anxiety, and language anxiety. Trait anxiety happens when students' have the predisposition and anxiety feeling in a wide range of situations

they are faced with. Villeneuve et al. (2018) state that trait anxiety is a part of a person's characteristic. However, state anxiety happens when a learner experiences certain situations. For example, in the EFL classroom, learners are asked by a teacher to come up and do presentations. In such a situation learners are exposed to that difficult situation and as a result, learners start to feel anxious. On the other hand, language anxiety is a shape of situation-specific anxiety. Yang and Chen (2014) define language anxiety as a complicated psychological phenomenon peculiar to language learning. Similarly, Zhang (2001) cited in Trang (2012) defines it as the psychological tension that the student goes through in performing a learning task. Yashima et al.(2018) indicate that the main concern in language methods is to provide a low anxiety environment. With technological developments, there is the potential to use Online videos in language learning in order to decrease learners' anxiety and, as a result, increase their English proficiency.



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2.8.3 Motivation

Motivation has a crucial role for the success of the English language learning process. Alizadeh (2016) stated that, motivation as the level to which the learner strives to learn the English language reflecting their willingness to learn the contentment experienced in this action.

According to Rasheed (2014), learners must certainly be motivated, when they encounter many difficulties and challenges about their learning environment .Many previous studies stated that teachers often consider one of the most factors of creating motivation for their learners. That is, language educators have an important role in

making a student active in the lesson. In this context, students will be motivated to learn. If the process of learning is interesting, meaningful, friendly, and beneficial, can makes more motivated and interested to learn (Chowdhury & Rashid,2018). Zaman (2015) considers that if teachers can deliver their students with opportunities to understand their own experience, advancement, and success, students will progressively build up their self-confidence and be motivated to work hard.

The use of these tools can create a real learning environment making the students more motivated to learn. The term “motivation” is associated with worries, strengthening, stimulation, thoughtfulness, and feedback. Malone explores three qualities that create motivation, i.e. interest, challenge, and imaginary. Chowdhury and Rashid (2018) showed that a film has a great impact on the process of learning to stimulate learners to learn: creating contentment, increasing success expectation, arousing attention and creating importance.

Thus, technological tools have a vital role when they raise the learner’s stimulation for learning and expose the student to the factual learning environment. Similarly, Deutschmann and Vu (2015) stated that technological materials have a great impact on learners’ stimulus, and offer meaningful side and exposure to the actual learning. Moreover, technological tools are associated with learners’ attention and enhance actual learning environment to the foreign language practices.

Another advantage of the use of technological aids is to make the process of learning more meaningful and clearer and motivate the learners to be attentive to the lessons (Khakimullina et al. 2018). However, educators must choose the technological tools to deal with learners' requirements and support their aims. Also, those materials are suitable for their concerns. Therefore, learners are more motivated to learn with using technological tools (Robinson et al., 2008).

2.9 Underpinning Theories

Methods of teaching should have their foundation of linguistic theories which are able sufficiently to describe language by itself with its source, applications, construction and understanding. Furthermore, linguistic theories are capable to indicate how language can be taught as well as learnt (Siddiques, 2017). Thus, many teachers resort to exploit learning theories in order to integrate and employ technology making their teaching methods to be used in classroom (Leong & Ismail, 2013). Depended upon these facts, the next section argues the language theories which were used in the current study.

2.9.1 Constructivist Theory

This theory is depended on a type of learning in which the student forms, or constructs, much of what he or she learns or understands. Constructivism is a movement that extends beyond the beliefs of the cognitive, where it regards the students' engagement in the meaningful experiences as the real meaning of experiential learning. Therefore, the constructivist emphasize that students construct their own knowledge and understanding of the world (Helmi, 2010).

Its aim is to show how students learn in this world. The constructivist theory can be identified as the dynamic creation of new information that based on a previous experience of students. In other words, individuals construct their own knowledge and understanding of the world, through experiencing things and reflecting on those experiences (Bruner, 1990; Piaget, 1972; Vygotsky, 1978; as cited in Raid, 2017).

According to Vygotsky (1978), the process of learning occurs through interaction. He later insinuated that knowledge is first created in a social context. It is then adopted by learners. He also asserts that the concept of development in learning cannot be understood without reference to the social and cultural context in which these concepts are embedded. Thus, one crucial element is that two or more students should be engaged in interaction. This in turn, leads to create a new knowledge (BlaikHourani, 2011).

Davidson-Shivers et al., (2018) explained that motivation has an important role in the education field, especially in learning. It relates strongly to one's confidence in his or her success for learning. Thus, this confidence in all probability is a key to defeat any obstacles resulting from earlier learning experiences. Students in technology supported classrooms are armed with powerful aids to assist them to collect information, argue with the classmates and present their result. Their independence and confidence increase at the same time since they depend less on their educator and more on themselves and technologies for knowledge creation (Davidson-Shivers et al., 2018).

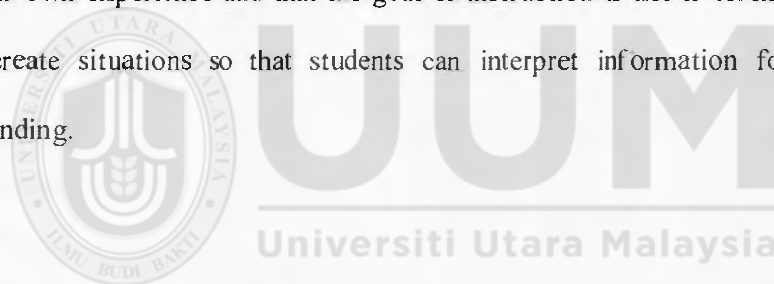
Online videos can be helpful for students to take an essential role in constructing the related knowledge. Because by its nature, viewing of video as one of ONLINE VIDEOS is often passive, there still a constant challenge in how to make the process of English learning active for stimulating students to construct related knowledge from what is exposed on screen (Woolfitt, 2015). To understand better how Online videos might assist in implementing constructivist strategies. An example of classroom experience is made here where video as one of Online videos is used as an educational tool. The researcher played the role of the observer and he asked a teacher to use video as a sample of Online videos with adopting constructivist strategies.

In this regard, it is linked up with Vygotsky's "Zone of proximal development" (ZPD) where individuals are met with close proximity to their current level of improvement that a learner can reach with the assistance of others. Milosevic (2017) states that through experience and the successful completion of a challenging specific task, individuals can be improved in confidence levels, as well as the motivation to embark on more arduous challenges. Constructivist learning experiences are seen through an increase in the learners' responsibility and reflection; it concentrates on the authentic task, which is achieved through the cooperation with other learners, and exposure to various perspectives, and learning materials (Beasley & Smyth, 2004).

The main aim of the teacher in constructivism is that of playing the role of a facilitator. As a facilitator, he assists the students to get to his or her own understanding of the content. Milosevic (2017) claimed that constructivism demands that educators only become facilitators of knowledge. In this context, the role of the educator is to create learning experiences. They (the facilitators) then guide the learners through those experiences. That is, the instructor is responsible for directing the students during

specific activities, or experiences. Teachers should create the learning environment for their students to get the learning goals. Thus, unlike the former process of learning where the students' role is not active in this situation (using Online videos with lessons), the students have the essential role in the process of learning.

According to the theory, constructivist goals focus on students' ability to solve real-life, practical problems, and its methods call for student to construct knowledge themselves rather than simply receiving it from knowledgeable teachers". Furthermore, the constructivist argued that students position the learning experience with their own experience and that the goal of instruction is not to teach information but to create situations so that students can interpret information for their own understanding.



Thus, Online videos can be implemented through the constructivist learning. This is because the students will work in groups and they will use the variety of activities to accomplished the project overall objectives, thus in this way, collaborative learning experiences can be gained by the students.

Depending on all these studies, the present study made use of this theory to assist EFL students learn and practice their English skills with the help of online video. Similarly, learning English while working in a group by the students required collaboration, contribution of ideas and involvement in the form of team-work while sharing, collaboration, correcting each other's work. This is how the students of the current study learnt writing skills together which to them was a common goal. Hence,

the main characteristics of practicing constructivism theory is learning in groups .This ,in its turn, is like positive interdependence, individual accountability, face to face interaction, use of social skills, exchange of ideas, transfer of knowledge, self-confidence, autonomy and independence helped the intermediate students in writing the descriptive essays using smartphones

2.9.2 Cognitive Theory

The cognitive learning theory is a psychological approach that relates to the internal process and activities that include thinking, remembering, problem solving, and understanding. It depends on thinking process and cognitive activities that lead certain behaviours to take place (Richards & Schmidt, 2010). The term" learning' generally means 'to think using the brain'. The essential conception of learning is the basic perspective in the cognitive learning theory. Cognitive approaches to learning focus on the idea that learning is a vital, accumulative, productive, and dependent process which is depended on the psychological activities of the learner (Robert, Stenberg. & Stenberg. 2012).

According to the cognitive learning theory, learning is a transformation of information from the environment into knowledge that is kept in the mind, new knowledge is learned or recent knowledge is developed by experience. Cannon and Boswell (2014) indicate cognitive theory as the product of listening, watching, touching or experiencing. In addition to this, they clarify that cognitive learning is the acquirement of knowledge and abilities by the mental or cognitive process. It stresses on the learners' mental activities to obtain a successful learning Thus, learning is the

developing of information in the learner's mind, where different kinds of mental activities occur to the process of learning.

In the instruction field, the meaning of cognitive learning theory suggests the concept of constructivism that stresses the idea that the learner's experiences and preceding knowledge have a significant impact on new knowledge. The cognitive learning theory refers to the learner's realization, learning, thinking, and ruling which afford a meaning for the information leading to get a new knowledge. Cognitivists regard a learning process can be got by drill and recurrence. However, they emphasize on the sign of support for learning, they regard its role as supplying feedback from learning achievements more than as a stimulus. Technological tools have become a recent educational means that has potential to reform the process of learning. It gives students the opportunities for multiple practice sessions including practice where different technological tools are used (Zhang & Zigurs, 2008).

The reason leads the researcher to adopt this theory, has strongly influenced the use of technology to create a good learning environment. For example, audio-visual materials are different from other technological applications since it provides the student the sensation of being in the real environment. Thus, the idea of the student's existing in the real environment has two elements which are interactive and interesting (Forbes et al., 2018).

Beer, Slack and Armitt, (2005) explored that existence can be defined as a psychological situation in which audio-visual materials are experienced as actual entities in the real environment in sensual or non-sensual manners (Lee, 2004).

Picciano (2002) showed that visual materials enable a student to interact with other student and the teacher. Thus, the teacher uses Online videos, CALL and ICT and other technological means to provide a good learning and interactive environment.

Another element in cognitive theory is 'attention' that is commonly used in instruction and psychology. Attention is defined as an ability to concern and preserve interest in a particular task or idea, involving organization interference (Zhang & Zigurs, 2008). In the context of using technology, Ting-Toomey and Dorjee, (2018) stated that 'attention' as the ability to direct one's feeling toward information and selectively developing the mutable information. On the other hand, because learners concern more on using technology in a real learning environment, they become more motivated to learn in the audio-visual environment experience, this leads to an improved sense of presence in the real learning environment.

Therefore, a high insight of presence is connected with students' more attention and this assist to improve collaboration activities between the students and the teacher, and with learning content, which in its turn develop students' contribution within the class. Leahy (2015) explores that the cognitive theory has nine main notions as follows:

i. Schema theory: The founder of this method was Kant who was a well-known German classical philosopher in the 18th century. The reason led him to adopt this method was to explain the methods human beings function to obtain to distinguish objects of different features and different taxonomy. The significance of the theory was later appeared and advanced by cognitive linguists (Bernard, 2017). The schema is an internal information construction. It is the method of comparing the present information construction with new knowledge. The result of this combining will

rebuild the information the student's mind by altering existing information to understand the new knowledge. It can be combined, expanded or modified to realize new knowledge.

Anderson (2012) stated that the information can be kept in our memory for a long time in the formula of schemas with a strong constancy. Therefore, it cannot not be forgotten. At the same time, the content of schemas will be increased to the development of a student's information and experience. However, a student receives a new information, he will motivate a related schema to have it analysed, edited and synthesized. Then, when the information is understood and absorbed, the schemas are improved and enlarged. In this meaning, the formation and renewal of schemas is an active and dynamic way (Anderson, 2012).

As Liang (2013) showed that "listening comprehension is a psychological and cognitive behaviour" which includes connection of language input and the schemas in a human's mind. Those are top-down and bottom-up ways which are used to handle the information. Liang (2013) examined the schemas effect on the understanding of aural-visual programs and tried to show the effect they have on them. The results of his study show that both visual and auditory aids can improve listening comprehension by assisting ESL learners to stimulate their background knowledge or make new schemas. In addition, the considerably higher mean mark of the experimental group not just proposes that comprehension marks can be developed by dynamic scenes, yet is also achieve that mixture of visual and auditory aids is better for listening comprehension than auditory stimuli alone (Liang, 2013).

ii. The term of the Information Processing Model focuses on the significance of "encoding" (input) of knowledge, the "storage" of knowledge, and "retrieval" (incoming) of knowledge. It has three steps: knowledge first go into a sensory memory, and hence is developed into a short-lived memory and lastly, it is conveyed to long memory for storing and retrieval.

- Sensory Memory: It includes receptors which can be temporarily stopped only to information which is input during individual's senses. It is connected with transduction of energy (change from one form of energy to another).

- Short-Term Memory: It is the second stage, a temporary storage facility. Sensory input that is important or fascinating is moved from the sensory memory to the Short-Term Memory. In addition, is Short-Term Memory called working memory and is connected with our thinking about at any present moment in time. Our concerning on an external motivation, an internal idea, or both forms it.

- Long Term Memory: It is the third stage. According to Parkin (2016), it provides the permanent preservation of knowledge, from minutes to a lifetime. That is, it maintains information about Short-Term Memory for long-term use. It has the limitless ability. Some objectives are stressed on Long-Term Memory by rote memorization and over learning.

iii. Practice Effects: Practicing or recurring improves memorizing and learning the result. The instructor provides their student with a rich context of authentic language, and the students help the mental stimuli with many contexts rather than one context.

iv. Meaningful Effect: Meaningful information is easier to learn and memorize.

v. Serial Position Effects: It is also at ease for students to memorize knowledge at the first or end of a topic or a list, rather than the middle, if that information is markedly different.

vi. Interference Effect. It refers to the impact of the preceding knowledge on the learning of new knowledge;

vii. Organization Effect: It will be at ease to memorize by arranging information by students;

viii. State-Dependent Effect: if leaning occurs within a certain context or environment it will be easier to recall and retrieve information to that context rather than in a new context.

ix. Levels of Processing Effect words which may remind a simple method of the learner's mind. However, others require a deeper process which makes memorization easier.

For cognitive psychologists, meaning, perception, and knowledge are significant areas of psychological study. Their object was to discover the motivations and deeper structures in human behaviour. That is why it is called a rational approach. Logic, reason, and inference were key terms to indicate their method and their instruments in analysing and clarifying language behavior. Behaviourists actually concerned on the behaviour. However, cognitivists were focused on the reason for doing that behavior (Lachman et al., 2015).

Cognitivists concerned on the way in which new knowledge is developed and learned by the human brain (Mitchell & Myles 2004). It is supposed that the meaning form reveals the whole experience of human, although the language is not the autonomous module of the mind (Geeraerts, 2006). Linguistic meaning is depended on usage and experience. That is why learners ought to be put in an environment that reflects their experiences and allow them to use the language for real purposes as many times as possible.

2.9.3 Technology Acceptance Model

The Technology Acceptance Model (TAM) has been considered as the most famous and the most significantly applied theory to researches of technology use (Davis (1989). Davis produced this theory in 1989. He derived it from the Theory of Reasoned Action (TRA). Many researchers pay attention to this theory because it describes the situations of how people accept, and use technology as a function of the causal relationships between system design features, perceived ease of use, perceived usefulness, attitude toward using, and use. In this meaning, this theory supposes that an individual adoption and useful use are determined by the goal to use an information system, which is in turn affected by perceived ease of using, perceived usefulness of using and perceptions toward the system use (Nagy, 2018).

Nagy indicates the relationship between TAM's factors in the following figure below:

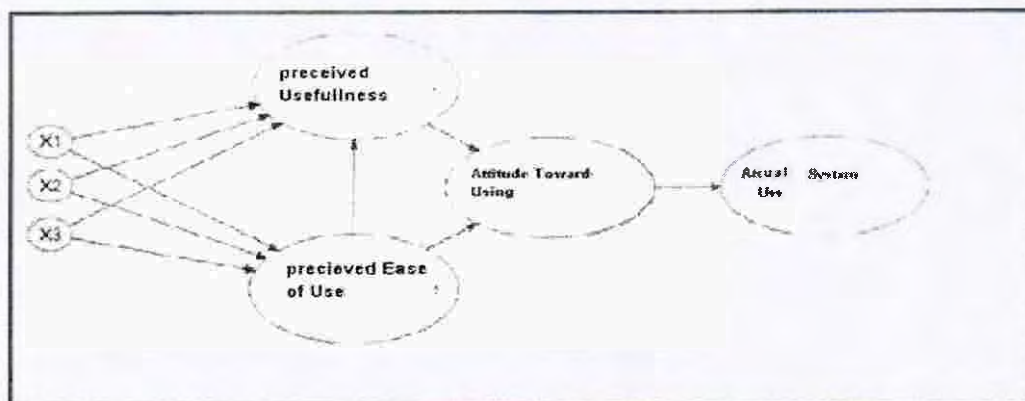


Figure (2.9.3) Technology Acceptance Model (cited byNagy:2018)

As show in the figure above that there are two, aspects of having the ability in effecting peoples' inner goal behaviours in implementing innovative technology. Perceived ease of usage which refers to “the extent to which an individual believes that the use of a particular system would be ease”, though, perceived usefulness means “the extent to which an individual believes that the use of a particular system would promote his or her creativity” (Nagy, 2018). Thus, these two aspects that perceived ease of use has an upfront impact on the use of technology, and observed usefulness (Hsu & Chang, 2013).

There are only some studies depend on the TAM model with the purpose of investigating the acceptance of Online videos such as video are available. For example, the use of the TAM structures in the study conducted by Donkor (2011), who estimated the acceptance and satisfaction of learners regarding video lessons in distance education. While Lee and Lehto (2013) indicated the limits of the YouTube behavioral intent with their model in the learning course into procedural learning during YouTube in a lab place. That is why, those scholars used more extension of the

TAM model wherever they took the learner satisfaction intermediary changeable and YouTube self-usefulness, vividness and content prosperity.

In the web-based learning course, the self-efficacy of learners can be defined as the capability to achieve different tasks of learning with the assistance of thee-learning or technology being considered (Lee, 2012). In such contexts e-learning, computer, and internet can be under the name" self-efficacy". Some researchers have asserted the importance of self-efficacy for the learner's behavior via their direct impact on both perceived, ease of using (Nagy, 2018; Lee, Hsiao, & Purnomo, 2014; Liang & Tsai, 2008) and perceived' usefulness (Edwards, 2018; Lee et al., 2014). In sum, TAM explains determinates of the acceptance of computer techniques and user populations (Davis, 1989). The stages of this model are stated below:

1. **Perceived usefulness:** Notes on the tendency of individuals to use or not to use the request. If they think that it will assist them to improve their creativity, this refers to the benefits of use of the system outweigh the attempt to use that system.
2. **Perceived ease to use:** The users of the application view about the easiness of using that system; it will impact the system use.
3. **Attitude toward using of system:** Users' perception toward using of new IT.
Behavioural intention for using: Behavioural intention to use then system, which is depended on the approval of the system user.
4. **Actual use:** Writing a report in details describing the case study and documenting.

2.10 Summary

This chapter offers a view of educational technology and its impacts on the process of teaching and learning of the English language. It indicates the causes which make technology as significant to be integrated into the teaching process with referring to its effect on both teachers and students in the class. Moreover, the researcher in detail shows different types of technological means which are exploited by teachers. The role of the teacher in using technology and advantages and disadvantages of technology are also stated in this chapter.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology that explains the mechanism of data gathering and the way the data is analysed. Its objectives are to provide readers as to how the study will be conducted and data is collected. It is intended to provide the rationale for the selection of methodology adopted in guiding the proceeding of this research in keeping with the requirement of the purpose of the study. It presents the research methodology of the study. Its objectives on how the study will be conducted and analyzed.

3.1 Research Design

Research design refers to the method and procedure adopted to gather, analyse and measure the study's variables are detailed in the problem that the researcher addresses. In addition, research framework assists incorporating various research elements in coherent and logical ways to answer the research questions methodically and effectively (Cox, 2018).

In this section, a discussion of the research design, which offers theoretically constructed background information about the methodological framework to have proceeded in the research is presented. A research design is a specialized and organized frame, which is planned as a methodological routine for the collection of data and analysis. Hence, a qualitative approach was employed in the current study since it provides the complete picture that helps understand how using online video enables

Iraqi EFL students to learn and practice English skills. This study reflected the attitude of Iraqi EFL students at the Department of English, College of Art at University of Thi-Qar during the academic year 2018-2019.

3.2 Qualitative Methodology

According to Raid (2017), the identification of a suitable approach to a particular research requires various matters involving the problem nature needs to be examined. These include the study circumstances, the resources available and the researchers' tendencies. Employing a specific approach for the study relies on the relationship between the method and the aims of the study. Qualitative approaches are broadly used for the educational system (Ali,2017).For Ali , these methods commonly are used in the academic area for small groups and investigative problems.

Qualitative research is highly subjective. The purpose and objective of the study must clearly be established before conducting a research. The relevant rationale must be given before qualitative research is pursued. The researcher must always ask 'Why do I want to employ a qualitative research?' (King et al., 2018). A qualitative approach is not necessary be easier than quantitative methodology. To escape from statistics or numerical and difficult analysis is not enough for the answer. As Dzakiria (2008) revealed, qualitative research offers results not arrived by devices of statistical processes or another quantification, comprehension and investigation of the phenomenon or state. That is, one of the important strong points of the qualitative study is its in-depth, richness and investigations details.

The complex and dynamic features of a given society, which are highly subjective, are best researched using a qualitative method. Similarly, a qualitative approach was chosen for this research to investigate the impact of technology in the English language classroom (Zainuddin & Halili, 2016) because of the subjectivity of experiences, thoughts and behaviours of the respondents (students). Qualitative methodology is more apt and may provide a holistic understanding about the impact of new technologies within the process of EFL learning and teaching. In addition, some qualitative researchers must be guided by their desires to achieve the objectives of a particular (Sofilverman, 2010).

Potentially, a qualitative research design provides a distinguished approach in instructional technology research and offers an in-depth information compared to other research design (Raid, 2017). The selection of the qualitative design was apt to this research and was able to elicit all the intended objectives as outlined by the research. There is a necessity for such research since Iraqi learners are not capable to use English actively and are not able to improve their English skills. Consequently, the nature of the present research required an in-depth study.

3.2.1 The population of the Study

Population is defined by Ali (2017:133) "the entire aggregation of cases that meet a specified set of criteria." The population of the study consists of Iraqi EFL college students at the English Department, College of the Art-the University of Thi-Qar. To reflect their perceptions towards using online videos, twenty-eight Iraqi EFL students were chosen randomly to participate in the study. Eighteen of those participants were

selected to be interviewed in order to reflect their opinions towards using online videos in learning English.

3.2.2 Participants of the Study

This study was based on data triangulation which means employing two or more instruments for data collection focusing on the same target variables. The same instruments were used in piloting the instruments were used in the main study to investigate the perception of Iraqi EFL students towards using online videos in learning English.

The researcher decided to work with twenty-eight Iraqi EFL students from the third year at the department of English, College of Art at the University of Thi-Qar.

Table (3.2.2.1)

The Research Participants

Gender	Number of participants
Males	15
Females	13
Total	28

The twenty-eight students were asked to attend the six sessions where online videos were used. The students signed a consent form (See Appendix 3: 281). The students' age ranges from 20 to 22.

Table (3.2.2.2)

Profile of the Informant Students (IS)

Gender	Number of participants
Males	9
Females	9
Total	18

The number of the informant students who were asked to participate in the interviews was 18. Those informant students who attended Online videos' six sessions were selected randomly. The number of males was 9 of the total participants, while the same number was for females.

Thi-Qar University has had a long history since it was established in 1999. This University has produced many skilful graduates. It is selected for this study because it is one of the most matured and longest Iraqi governmental institution. Twenty-eight participants attended the class where the video was used with six lessons. Those participants are third-year students from the English department, College of Art at the University of Thi-Qar. They study English as their specialization and at the time of their graduation, they obtain a bachelor's degree in the English language. They have a different proficiency in the English language. That is, they are weak students and good ones. They were taught by one of the staff in their English department. The textbook and workbook were used to complement the integration of the Online videos in the plan of the lessons. Teaching and explanation were done using traditional methods. In addition, online video was employed to teach the course content to the students. Thus, this study was constructed in the first semester of the academic year 2018-2019. It was carried out in eight weeks

The reasons for choosing the intended students as research participants are as follows: Firstly, we have selected the third year students because they have been in touch with English language for at least ten years. They are mature enough to express their thoughts about the issue. Secondly, they have faced English difficulties, in addition to the fact that most of them tried in different ways to develop their English skills. Thirdly, they are studying English as a foreign language as their specialization. Being third-year students at the university, they are at an advanced stage.

Therefore, they are familiar with the English curriculum or content that is offered by the English language course at the university (Chik, 2016). Generally, students at advanced stages are supposed to have a good experience about the use of Online videos. In short, we considered that they represent the best target that may serve our study purpose. Their first language is Arabic and having the same level of English proficiency.

Consequently, the equality in their achievement level was very supportive to the researcher not only to the way of teaching into classroom but also to achieve the research objectives. In addition, computer was linked to the internet at a lecturer's table, a data projector, and a big projection screen with loudspeakers was put on the classroom wall. In brief, the equality of the English level of participants, their strong motivation to learn with the active real learning environment will be helpful for the researcher to complete the research plan successfully.

In terms of the participants' number to gather data, no specific number of participants were outlined. What is most important for this research is to attain sufficient number

of respondents(students) that was able to give an in-depth understanding of the subjectivity of the investigated phenomenon. There was no minimum or maximum number of respondents; however, a careful selection of students that are willing, able to provide a rich qualitative data will be the criteria. In fact, qualitative study typically includes small number of participants that the researchers study in-depth (Guest, Bunce, & Johnson, 2006). In addition, the sample size depended on the data quality, scope of study, the nature of theme, amount of useful information got from each participant and the qualitative design used (King et al. ,2018).

According to King et al.(2018) ,there must be six participants at least for phenomenological studies. However, Ali (2017) states that between five-twenty-five interviews can be sufficient for phenomenological study and twenty-thirty for ground theory study. That is why, the researcher of this study considers that eighteen or more 'functional' and rich and in-depth respondents were enough to suit the aims and purpose of this study.

3.3 Research Procedures

In the first week ,the researcher met students to explain what the term 'Online videos' means and what the advantages of these technologies are. Informed the students how to download important educational channels on YouTube, how to use Online videos for educational purposes. From the second week to the seventh week (6 weeks), the students were taught English skills utilizing video as one of Online videos. The researcher also observed the class of 28 students (participants of the current study) to make sure that the lecturer was properly following the lesson plan and other

instructions during the lesson. The following table showed a summary of how the research proceed step by step:

Duration of the study	8 weeks during their first semester
Teacher	One of the staff the English Department
research method	A qualitative method
Step 1	Consent to perform the study was obtained from college of Art at the University of Thi-Qar by a request for the dean.
Step 2	Student were informed the purpose of doing this study.
Step 3	Conducting a pilot study to check the difficulty of the interview's questions
Step4	The plan was reviewed to establish the theoretical background of the study.
Step 5	Asking 28 students to attend the class where Video was used with 6 lessons.
Step 6	A meeting was held with EFL teacher who performs the application of video with six lessons.
Step 7	Taking notes while conducting the study's experience.
Step 8	18 students completed a written form of the interview(open-ended questions)
Step 9	Putting the data together(The data from the researcher's notes and open-ended questions)
Step 10	The data was analyzed using thematic analysis

Table (3.3)

Summary of Research Procedures

The table above indicates the research procedures of the present study schemed to follow. The participants of this study were third-year students as these students were

equipped with the English language as a foreign language and yet were neither proficient nor fluent to achieve a communication without difficulty. To approve the validation for the researcher's qualitative research, it was necessary to get the approval to do this study. For that purpose, the following steps were taken in the process of data collection: First, the researcher obtained a formal letter from University Utara Malaysia for permission to conduct this study.

Second, Iraq Embassy was approached for permission and facilitation (see appendix 1). Third, university of Thi-Qar was contacted officially by Iraqi Embassy for permission and facilitation to the researcher to conduct the study (see appendix B).

Forth, the researcher communicated personally with the head of the English department , College of Art at University of Thi-Qar. The researcher communicated personally with the dean of the College of Art to get their consent to do the experience of the study. A consent form as a part of the ethical considerations was taken before finishing the selected participants. Approval forms were essential and had to be gotten to make sure confidentiality and clearness regarding this study (See Appendix). In the form, the researcher explained the details of the procedures, steps, instruments proceeded, safety and other related issues.

These forms came in two copies; the participants kept one and the researcher kept the other for using it in the future. The approval of participants was an easier as they were already informed of the research goals before meeting with me for the first time. After a short explanation which was presented by the researcher, the distribution of consent forms occurs. For a few minutes, the form was read carefully by participants and

argued among themselves. Participants were encouraged to inquire further if they had any questions in mind. Evidently, providing these participants with a substantial amount of information assisted them to make a decision on participating as they then had fewer doubts and knew what was expected of them. In short, acquiring permission forms from connected participants in this study was highly significant and was the main concern before any accomplished research and data collection could occur. The researcher conducted the experience by using Online videos with six lessons(see appendix 4) presenting various topics (see appendix E). Twenty-eighth participants attended these lessons. The researcher selected three research instruments (observation, participants' journals, and a written form of the interview).

Fifth, the informal letter was written addressing the participants to inform them that no harm would come to anyone participating in this study. Then, the researcher further informed the head department that she would be conducting interviews with the eighteen students. Before conducting interviews, the researcher invited two professional people (my colleagues in the English department.) for arbitration of the interviews' questions (see Appendix H) The letter too had a requesting consent from the participants and authorities to allow the researcher to share any associated information presented by the participants. Together with the letter were consent forms to be signed by the participants giving approval for the researcher to exploit in her defence proposal and in her thesis. The researcher did this to keep away from any conflict of interests in the future (Corti, Day, & Backhouse, 2000).

After the study had been carried out, The dean of the College of Art addressed Thi Qar University to provide the researcher with an official letter which indicated that the experience and interviews for this study were conducted(See Appendix J).Finally, Iraqi Embassy, in its turn, addressed Utara University to inform her about completing the application of Online videos and collecting the data of this study(See Appendix K).

3.4 Conceptual Framework

The concepts surrounding this study were: (1) To capture the opinions and attitudes of the Iraqi students as regards Online videos as instructional tools; (2) To reflect the Iraqi EFL students' perception towards the use of online videos in terms of ease of use and usefulness for language learning. To achieve these, the qualitative method was applied. The conceptual framework comes from the study questions that guided this study and were shown the following figure:

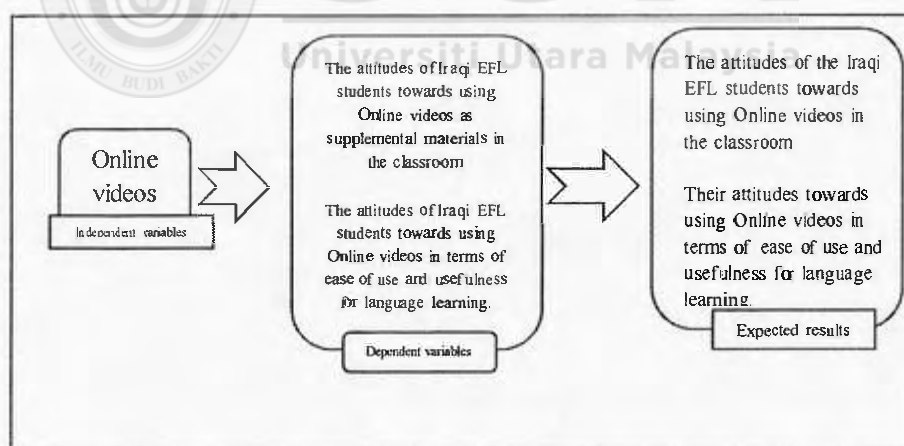


Figure (34) The Conceptual Framework of the Study

Figure above is the conceptual framework diagram of this study. The square at the middle states the participants' relationship to the online videos and their perception toward these technologies as educational tools and their perception towards using

Online videos in terms of ease of use and usefulness for language learning. The square at the right represents the predictable findings of the current study. The researcher employed the participants in the observation ,learning sheet ,and interview instruments to collect the study data.

This study as reiterated earlier on is intended to investigate the perceptions of students toward using Online videos as the educational device, its usefulness and the difficulties encountered by the participants. The above diagram also presents the predictable findings of the study.

3.5 Research Instruments of the Study

This study adopted a qualitative research in order to elicit information on how Online videos could improve the Iraqi students' English language skills. In addition, it was to investigate their (participants) perception of Online videos as educational tools; an alternative to the traditional way of learning the subject. According to Creswell (2014, p. 622), there are three techniques of data collection in this study, which are experiencing, enquiring and examining". In this study, the researcher achieved data triangulation by the participant observation for the experience aspect, interviews (open-ended questionnaires) for the enquiry and observation notes (field notes or participants' journals) and students' learning sheets for examination part.

The main instruments employed in this study were the observation and the interviews for Iraqi EFL teachers and student in department of English at University of Thi-Qar. As mentioned earlier, the research used qualitative methods to collect and analysed the

intended data from the students. The questions of interview that were used for this study were adopted, translated from Spanish to English then Arabic from the original questions designed by Ramírez, (2012). Some modifications are made to these questions be appropriate to the aims of the current study.

The rationale of adapting the questions is that some of the items were designed and developed by the researchers in accordance with the topic of the present study as well as in order to achieve the intended objectives. The researcher measured the impact of Online videos from student's responses in the interview, and identified the types of Online videos being used in classroom. Concerning to the forms of the questions used in this study, the researcher used open-ended questions. Therefore, the researcher collected information on the topic through:

4 Observation for students;

5 Interview for students, and

6 Participants' Journal

3.5.1 Observation

One of the fundamental sources of data collection is observation. It includes collecting data by noting particular observation of the selected group for the research purpose at the definite research site. In this regard, Creswell (2014) states the advantages of observation is providing with the chances of documented information as it happens in a setting, studying actual behavior, and to person's complexity in expressing their ideas. This tool is a well-accepted procedure of data collection of qualitative research. Also, Ali (2017) shows that observation assists scholars to get a greater understanding of the phenomenon, which is explored.

Observation refers to using procedures that ensure that the information collected provides a sound basis for answering research questions and supporting the interpretations that are reached.

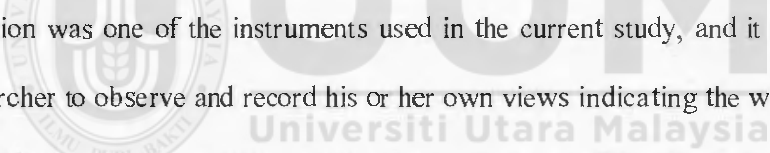
In different forms, observations can occur in open form and closed form. In the open form, participants admit being observed. It enables researchers to document and reflect systematically upon classroom interactions and events, as they actually occur rather than as we think they occur (Goldstein & Vaca, 2013). However, Günes (2008) mentions that the participants do not recognize that they are being observed in closed observations. In this study, the researcher adopted the open form of observation in which the participants were informed that they would be under the observation.

Observation was able to help the researcher in understanding the behavior and engagement of students with using Online videos. According to Susikaran (2013), observation can help a researcher to get a complete impression on how the process of English learning was by students' interactions in the classroom. In this study, the observation will be used to observe and document the students' impressions and reflections on the way of using Online videos as educational tools.

The researcher attended all lessons that occurred and observed the process of the teaching process and how students learnt English skills. These recordings were used to observe students' behaviour. The advantages of these recordings were as being

assisted to notice things more carefully that may be lost throughout the observations because of lacking attention.

In adopting observation, the researcher ought to be focused more on the main sides of the research questions. It starts after choosing appropriate site that can assist the researcher to get the best comprehension about the phenomenon (Lee,2014). Multiple observations are conducted over time at the moment of entering that site to get the best comprehension of the site and the students. Using some devices to record significant notes while an observation. The observer who is the researcher begins to write the observations concerning on certain goals for this study.



Observation was one of the instruments used in the current study, and it was used by the researcher to observe and record his or her own views indicating the ways in which the individuals related to Online videos they were using. The observer who was the researcher in this study used a uniform form to record The researcher noted the objects and recorded field notes describing the object (events, activities, and people) as well as reflecting personal opinions that the scholar had that related to his or her hunches, insights, or broad ideas, or themes, that emerged during the observation (Ali, 2017).

As the participant observer I attended all lessons that took place in online video classes and observed the teaching process and how Iraqi students were learning collaboratively. Through my presence I observed how the students were involved in listening to the teacher, how students participated in certain discussions and role-plays, how the teacher helped the students to solve technical problems, how students

appeared/disappeared suddenly due to technical problem and how the students behaved. In this study, all lessons, in online videos classes, were recorded using screen-recording software in order not to miss important data while the lessons were in progress. These recordings were further used to observe the behavior of the students. The benefit of these recordings was that they assisted me to notice things more carefully that might have been missed throughout the observations due to the lack of attention.

I also observed some aspects that I used to guide the research reflections as follows:

1. Students participation in all lessons;
2. Students' motivation to use and attend the online video class;
3. Students interaction and collaboration with others as well as with native speakers;
4. Students' ability to read and understand content and tell the meaning of words, sentences or reading passages fairly;
5. Students getting the course objectives or new knowledge;
6. Students' greatest likes and dislikes of acting in online video classes;
7. Students' active participation in the learning activities;
8. Difficulties encountered while attending the lessons while using online videos in the classes.

Thus, I became a participant observer who monitored the students' performance after using online videos in the class, asked questions, took notes of how they progressed,

watched them brainstorm and formed interesting ideas and observed all relevant activities and behaviour.

the learners' engagement and behaviour after using online videos were observed. The researcher became a participative observer who monitored the students' use of online video, asked questions, took notes of how they progressed, watched them brainstorm and formed interesting ideas and observed all relevant activities and behaviours. Observation was used in this study because it was expected to contribute much understanding particularly of the learners' behaviour and engagement with using online videos in learning English.

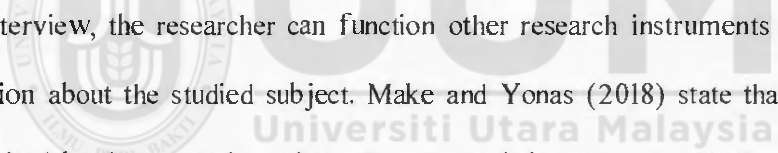
3.5.2 Interview

According to Creswell (2014), interview can provide a base in qualitative studies; interviews can be used as a primary data collecting technique to gather in-depth information pertaining to participants' experiences and their opinions towards a particular topic. The benefit of the interview is to provide useful information when you cannot directly observe participants, and thus permit them to describe detailed personal information.

To collect data, the written form of open-ended questionnaire employed in the interviews. The written form of the open-ended questions gives participants an opportunity to describe the experience in their own words. The answers could come be in the form of a list, a few sentences or something longer such as a speech paragraph. They provide rich qualitative data. The aim of interviews was to help the researcher to capture and understand the participants' perception towards the use of Online videos

in enhancing students' English skills. The written form of the open-ended questions gave participants an opportunity to describe the experience in their own words.

Susikaran(2013) Susikaran (2013) mentioned that the researcher should be neutral with regard to the participants' knowledge. It is important to avoid arguing, debating or otherwise letting individual views be known. In the written form of interviews there is no an opportunity for arguing and discussion between the researcher and participants. Therefore, I decided to use this instrument with other methods to see how the participants constructed understanding after experiencing English learning via Online videos.



In the interview, the researcher can function other research instruments to get more information about the studied subject. Make and Yonas (2018) state that interviews are exploited by the researcher when other research instruments sound unsuitable. In the interview, the data which are collected can be interpreted depending on the interviewees' point of views. Collecting those opinions can be done in various manners. According to Make and Yonas (2018), One-on-one interviews are the most well-known types. In addition, for this, concerning on groups interviewing is too popular.

There are many types of interview. These include: the structured, semi-structured and unstructured interviews. The researcher adopted the open-ended or semi structured interview. King et al. (2018) stated that this types is different from the structured

interview because semi structured interview includes an open answer through which a greater flexibility and freedom is offered to both of interviewers and interviewees, in terms of planning, employing and forming the interview content and questions.

In this study, the researchers relied on the use of the semi-structured interview because this type is supportive for the present study when "the researchers are aware of what they do not know and therefore are in a position to frame questions that will supply the knowledge required" (Merriam, & Grenier, 2019). Thus, the interviews were intended to be used for this study was adopted and modified from the original questionnaires designed by Ramirez (2012) was considered appropriate for the present kind of research.

When researchers adopted such interviews in structuring research questions, they recommend using a basic checklist as it can assist the researchers to cover all related areas (Berg, 2007). According to Berg, the benefit of this checklist is that it allows for depth searching. At the same time, the interviewer is allowed to maintain certain purpose, although not necessarily representative, sampling of a specific population. In addition to this, this group is characterized as being concerning on a given topic (ibid).

For the interview, Ramírez's study's open- ended questions were used with some modifications to be suitable to the aims of the current study. In the second part of Ramírez's study , a questionnaire composed of three open-ended questions, aimed to collect personal opinions of the students: (Did you like the lesson plans carried out

during these two weeks? Why? Did you find something different between these lessons and the ones you usually have in the English class? What was it? What did you like most about the videos and presentations that were used?). the items were covered the important elements of language learning as participation, communication and interaction, understanding of the new input. (see Appendix 11). During the interviews arrangement, the researcher will act as a discussion leader (teacher) trying to create a relaxed atmosphere to encourage students' to freely express whether he/she had positive or negative ideas of the use of Online videos.

In this research, I faced difficulties in deciding how many interviewees would be enough to serve the purpose of the study. Robinson (2014) indicates that at least six interviewees must be engaged for phenomenological studies. On the other hand, Cleary et al. (2014) show that between four -twenty-five interviewees are enough for phenomenological studies and twenty-thirty for ground theory studies. Therefore, the researcher decided that eighteen participants would be enough to serve the purpose of this research. During the interviews arranged, I tried to create a relaxed atmosphere to encourage students' to freely express whether he/she had positive or negative ideas of the use of Online videos.

The written form of interview allows interviews to have a sufficient distance to enable participants to ask real questions and to explore, not to share, assumptions. The duration of the interview was discussed with the participants and the time of interviews was between 20-30 minutes. Some interviewees wrote at length, while a few were a bit brief and straight to the point emphasising time factor as they had other

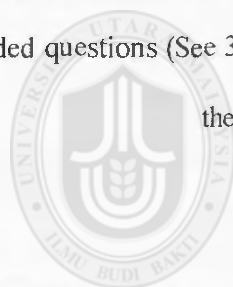
engagements. At the same time, the researcher gave them a chance to ask questions or seek clarifications if they so wish.

The questions used in the interviews; gathered students' opinions regarding their perceptions toward using Online videos in English learning. The data from students provided their views on the effectiveness and challenges that students face while using Online videos in learning English skills. The follow-up interview questions were: "What are the differences between the traditional class and AVA's class in terms of learning activities?" allowed the researcher to discover a difference between the traditional class and online video's class in terms of learning activities. The questions: "Do you think using Online videos in the language classroom can help you to understand the new lesson? How?", "Was learning English skills with using Online videos interesting? How?" "Do you think that using Online videos can help you to participate in the class?" and "Do you think that using Online videos has helped you to improve your English skills?" allowed the researcher to focus on the characteristics such as participation and fun elements from students' views.

In other words, these questions were structured to show the students perceptions about the usefulness of these programs. However, the questions "Do you think that using Online videos can help you to participate in the class? ", "How Online videos motivated you to learn English skills? How? " Did Online videos engage students in learning tasks? How?", "Explain how collaborative activities like the interaction with your teacher as well as with other students, will improve your English learning during using Online videos?", "How using Online videos related to the topic of lesson helps in developing your communication skills?" and the question "Did Online videos

engage students in learning tasks? How?" were addressed the research aim that focused on the effectiveness of Online videos on students' learning English skills. However, the last question " Can explain in brief the advantages and disadvantages of using Online videos as educational tools for learning English skills?" allowed the researcher to focus on the benefits as well challenges of using Online videos in English learning.

The aim of the questions given above was to arouse the students' discussions about the characteristics, functions as well as disadvantages AVA programs, and comparisons between learning with these programs and traditional ones. In the interviews, the themes were organized as structured- questions. Within these themes, content analysis was applied to the student's responses to display patterns. Each student filled out the open-ended questions (See 3.6 for more details about the data analysis method used in the research).



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3.5.3 Students' Journal:

According to Lee (2014), the "journal" used by the learners who took part in the current study. It is a type of learning sheet or self-report on which the participant recorded their answers, feeling in relating to the pedagogical experience. It was formed in advance (see appendix F). The participants' journal can assist to document and guide the collection of data and process analysis process. The students can be exploited to make a kind of learning sheet, learning journal or self-report depending on their observations in relation to the educational experience. Dzakiria (2008) consider a research journal as one of the most active research approaches that researchers have applied so as to enhance their reflections. Moreover, Martinez (2017) stated that a

journal is not only a reflection of attitude, it records impressions reflecting circumstances, thinking, and feelings.

In addition, it can be exploited as a device for analyzing and introspection. During students' journal, the events describe as they take place, a conversation with the truths (objective) and clarifications (subjective), and probably most significant, it offers a foundation for improving an awareness of the difference between truth and their interpretation.

The students were given learning sheet while the lesson to record their learning subject they covered, what they taught in the lesson, the specific role of integrating Online videos in their English classroom, what they thought about using Online videos as a teaching English language method in comparison with the traditional learning, what developments they were making and the advantages of the Online videos, and difficulties and challenges they will encounter. Thus, the questions that the researcher used were

1. What is your impression about the exercises that have been practiced in this week?
2. What kind of functions of online videos did you benefit in this week?
3. To what extent did these technological tools assist you to develop your English?
4. What drawbacks did you meet when you were engaging with online videos teaching?

At the end of each lesson, the students were asked to report reflecting their feedback in a form of 'learning sheet'. This assisted the researcher (at the end of each lesson) to document and reflect his own impression towards students' participations and activities. It was not being a test or assessment did not have marks given, but participants' reporting reflected the instructional benefits and difficulties after each lesson. The essential role of this device was to make the researcher know what the students learnt as well as what the participants' attitudes towards using of Online videos. Therefore, this tool is regarded as one of the easiest manners to conduct observation in a lesson plan that the researcher will use. In addition, it is more valid and reliable.

3.6 Data Analysis of the Study

Data analysis is the method of creating meaning to the collection of data. Creswell (2014) mentioned that data analysis includes a comprehension of how to make meaning of the text to get answers to the questions of the research. According to Merriam and Grenier (2019), Qualitative data analysis includes three stages. First, it is data collection. This associates with the method of data analysis qualitatively. You may get these data through observation, learning sheet and interview records (King et al., 2018). This can be selected and organized, for instance by coding, making summaries, and ignoring irrelevant data and so on. Second, it is data display that can be form after making conclusions by using charts, tables and other graphical formats may be useful. Lastly, the analysis of the researcher must make him or her able to draw a conclusion regarding the study.

Thus, Creswell (2007) shows that qualitative data analysis requires three processes: (1) formulating/organizing the data, (2) decreasing of data into topics by coding, and (3) introducing the data in different forms such as tables, charts and so on. Creswell mentions that these essential elements of qualitative data analysis consist of “coding the data into significant parts and allocating names of the parts, and then merging the codes into elements or topics, and finally displaying and making comparisons in the data graphs, figure, tables, charts, or arguments” (p. 148).

In this study, qualitative data was derived from observations, learning sheet and interviews. This study utilized observation field notes for collecting the data. These methods of data collection are essential parts for qualitative study. The different data collection methods can be used to strengthen the study (Creswell, 2008). The observations offered insights for the classroom situation, the lessons, and engaging of students in different activities and their interaction with peers and with the teacher (the researcher herself). The interviews, which were semi-structured, served as an instrument to discover the students’ attitudes towards integration of Online videos in their English classroom. The other instrument for research data is the researcher’s journals that can be helpful to record and lead the researcher’s data collection and analysis method.

The administration and collection of the data of the study was completed by the researcher himself. The students received a brief explanation on the purpose and importance of the research. Furthermore, the researcher explained to the students that

there are no wrong or right answers to the items given. The students were informed that their responses and answers will remain confidential; this can help the students to respond as honestly and accurately as possible.

As mentioned before, three instruments were used by the researcher which are the observation interviews and learning sheet. The researcher attended all six sessions to recorded his notes. After conducting the experience, the eighteen students were asked to participate in the interviews. In the interviews, the students also given an example on how to answer the questions of the interviews asking them to ask for any clarification they might face. For that purpose, the researcher was present in the class when the students completed the written interviews in order to clarify or explain any ambiguous items in the interviews' questions. The students took 15-25 minutes to answer on the interviews' questions.

3.6.1 Thematic Analysis

A thematic analysis was employed to analyze the data of the study. According to Ho (2015), thematic analysis is a method to classify, analyze as well as report themes depending on data. Although Howitt (2010) defined it as an approach used in a qualitative analysis, Braun and Clarke (2006) identified it as a method can be used with the majority of qualitative ways. Furthermore, this way of analysis has many benefits. For instance, it is clear and easy to be applied, especially for students and beginners in qualitative researches. It can contain valuable and comprehensive information because it is relevant to various theoretical and educational methods.

Furthermore, the results of the study are easy to comprehend (Howitt, 2010). Merriam and Tisdell (2015) show that this method of analysis was the most beneficial ways for those researches which require a kind of investigation of the interpretation of the data.

It assists in the identification of different themes from the study's data. This method of analysis brought the entire meaning of the data. In addition, it enables the researcher to discover deeply the potential of any situation. On other hands, there are drawbacks to thematic analysis. Merriam and Tisdell (2015) stated that many thematic studies reveal a need of clearness. This may impact negatively on the readers' confidence in the analysis qualities.

This part of the current study indicates the definition of thematic analysis and a way of applying it. Howitt (2010) emphasized that a researcher must have a clear knowledge of his or her data. Accordingly, the researcher of this study went during all the steps for gathering, recording, reading the data frequently for fulfilling this aim. Moreover, the transcription process is the essential part in analyzing the data in qualitative research (Merriam and Tisdell, 2015).

The observations and interviews were conducted in English, but the participants were also allowed to use Arabic' as to make them feel more relaxed and comfortable when articulating their responses. The researcher used a written form of the interview. For reducing the potential troubles in the interview translation protocol as well as data, I invited two professional people (my colleagues in the English department.) for

arbitration of the interviews' questions (see Appendix 8). Asking those professional people if they had any proposing for the study contents. Furthermore, I invited those two colleagues to check the questions of interviews. Thematic analysis has many steps. After gathering the interview data, I made a summary for analyzing the data ignoring unrelated data in the students' responses. I organized the data collected from (interview transcripts, participant's observation, and participants' journals).

The purpose of the initial step was familiarizing myself with my study data. therefore, I read frequently the data to know and become familiarize with these data. I wrote notes and some ideas about a familiar way to code the data. Without this process, the analytic effort might be not enough (Howeitt, 2010). Initially, open coding was applied by outstanding the important (keywords) which classified in the interview transcriptions of the interviews (Muhammad, 2017). Then, there was axial coding as a deductive process was depended on consistency in themes which was executed by identifying the patterns and concepts. Selective coding was used for identifying the core categories or workable emerging themes or stories related to the qualitative questions (Costa et al., 2016) of the present study. All this done to get justifications to students' responses to the questions of the current research.

3.7 Progression towards Data Analysis

The next step for collecting data was the progress of the data analysis. Certainly, the data analysis process was not easy. The methodology and steps had been lined out, but the real obstacle occurred through attempting of interpretations of data. Below were the progresses led to the last findings of this study.

3.7.1 Taxonomy of Data

According to Raid (2017), the qualitative data obtain outcomes from words, not from numbers. In this study, the qualitative research aims to assess the effect of using Online videos in learning English . As mentioned before, the researcher gathered the data through different sources such as participant observation, learning sheet and participants' interviews.

When the process of gathering data was accomplished in English ,the process of microanalysis was started involving the open and axial coding. All the collected data were read to identify categories. The analysis process is looking for general statements about association among data categories (Makagonov and Troussov, 2019). In addition, repeated reading enables the researcher to code data, explore patterns, define themes, and improve systems of category (Renz et al.,2018). To define themes, the researcher concerned on the data contained in her current study.

First of all, the researcher read all the responses of students repeatedly to elicit the main ideas and then I looked at the data line by line to document all significant points. Moreover, the researcher reviewed and emphasized the associated sentences of the students' responses that associated to the research questions. This rigorous work involved the analysis sentence-by-sentence to define primary categories and the associations among categories. According to Dzakiria (2008), "analysis involves working with data, organizing it, breaking it down, synthesizing it, searching for pattern, discovering what is important and what is to be learned, and deciding what you will tell others" (p.141). Using these approaches, all codes were compared many times with one another until the researcher defined basic characteristics of the category.

For the interview questions, themes were extracted from semi-structured questions itself. However, the themes of the last interview question (i.e., N.10). The researcher started to read word by word and line by line of students' responses emphasizing possible areas of concern that students would have. It is called open coding. It is a process that mostly includes the categorizing of the phenomenon during the intense examination of data (Renz et al.,2018). The researcher elicited those data and almost classified them into possible main attitudes that would associate them to the main ideas of interviews.

The interviews were conducted at times separate from the class time. The purpose of doing so is to avoid missing any information of the students' interviews. The purpose of these interviews is to show the attitude of students towards the use of Online videos to learn English skills. As outlined in earlier, the interviews were conducted in English language and consisted of 10 open-ended questions (see Appendix 9)

The researcher had also raised some interesting points based on the students' responses during the interviews. The students were also encouraged to discuss any point which is not covered in the questions and to ask questions about the study or any other issue. Regarding the length of the interviews, each student took 20-25 minutes to discuss and express his/her own opinion towards using Online videos in learning English.

3.8 Piloting the instruments

A pilot study was performed with the purpose of enhancing the reliability and validity of the instruments. Cleary et al. (2014) show that between four - twenty-five interviewees are enough for phenomenological studies and twenty-thirty for ground

theory studies. As for sample size, this depends very much on the population size, and the demographics you wish to capture in the main research. Ali (2017) argues that a pilot study can be done with four students that are like the students who will be conducted in the study. Thus, four of the 28 students selected to be in the pilot study were invited to be a part of the pilot because of the likelihood that they have used online videos while learning English in classroom environments. The four participant were a similar sample of the main study. The distribution of male and female respondents was 2 male students and 2 female students. The students' age ranges from 20-22. The four participants were allowed to use online videos in learning English.

Table (3.8.1)

The background of the participants in the pilot study

Gender	Number of participants
Male	2
Female	2
Total	4

Table above shows the background of the participants who participated in piloting the instruments. Their teacher asked the four participants to work in group. The students attended the online video class to verify the statements, taking into consideration practicing their English. However, the pilot test was conducted to ensure that the students understood the questions of the interviews and to enhance the reliability and the results of the validation.

3.8.1 Piloting Observation

Four students were asked to present. The topic of that session is the present simple and present perfect tense. ABA Film was used or that purpose.

Observation was carried out by using field notes regarding students' behavior and attitudes towards the activities. To reflect students' engagement and participation during the use of the activities, notes had been documented. During that session the four students were sat forming a semi-circle and I stood in the middle of it, walking through the classroom in order to write on the blackboard and check students' performance of the activities.

The brainstorm was a whole-class activity monopolized by 2 students that are usually more active. In order to enhance whole-group participation in the next exercises, I started asking them individually. The students were less engaged, taking into account that the level of participation was rather low and it had to be turned into obligatory.

The environment of the classroom changed when the video was introduced. There was a significant increase in the number of students participating in the discussion of *ABA film*. During the viewing and post-viewing activities students showed to be more interested and participative. Most of the students followed the discussion with attention and they were rather willing to participate.

One fact that should be emphasized is that two of those students who were passive during the first task clearly changed their attitude towards more active participation.

3.8.2 Piloting Learning Sheet

The students' answers to the learning sheet report that they had experienced the benefits of Online videos: their answers reflected that they were more motivated and more confident to express themselves orally. Online videos had helped them to memorize new vocabulary and understand the grammar with fewer explanations. In addition, English learning had become more meaningful for them due to the contextualization of the content, bringing the real world to the classroom with online

videos. On the other hand, The student's responses reflected some challenges that they faced while using Online videos in learning English. These were summarized as technical issues, bad sound, bad Internet service, and distractions.

3.8.3 Piloting the Interviews

The students attended one session while video was used to verify the statements. Then, the four students were asked to conduct the interviews. For the interviews, the first draft has achieved via several revisions phases for rectifying the study's problems and decreasing the vagueness arose. For doing a pilot study, the use of the gathered data from a sub-group of the participants was necessary for the researcher to check the clarity of the questions items which are used in the present study, and to check the validity and reliability of the instrument (Grombaczewska, 2011, Plass et al.,2015).

On other hand, the researcher conducted piloting the interviews to refine the evaluation before distributed to gather the study's data, for rephrasing the vague questions, for deciding the required time in answering to the interviews' questions, as well as for arranging the questions' order in the interview beginning from easy to difficult one, and at the end to evaluate the validity as well as the reliability of the measure which was used (Malmberg, 2018).

In the current study, only four students were interviewed and because the aim is for interviewing a maximum of eighteen students, four students as samples were enough to examine or evaluate the interviews' questions (McKay, 2006).

The main instrument used for piloting was the interview (open-ended questions). Thus, the interview's questions which were intended to be used for this study were adopted and modified from the original questionnaires designed by Maria (2012). These questionnaires were considered appropriate for the main purposes of this study.

The interview sessions took place in October 2018. The interview sessions involved four selected participants who were identified based on the two pre-determined criteria discussed in the previous section. The interviews were conducted in a classroom, and the interview sessions took about 15-25 minutes basing on the responses of participants.

After conducting the pilot study, the four students' responses were analyzed, depending on McKay's list to ensure the validity of interviews' questions. According to McKay (2005), the answers were checked to ensure that the interviews' questions were not recurred and referred to the same topics. Finally, it was also significant to see if the answers of those four selected students were relevant to the topic of questions or if their response were not relevant to the questions (arguing another thing when the researcher asked a question). The researcher conducted the pilot interview to see if the interviews' questions ought to be altered to give the answers for which the interview was conducted (Malmberg, 2018). Therefore, the researcher asked the four interviewees to make sure that the questions were understandable in an easy way for reducing any misunderstanding can happen.

As mentioned earlier, piloting the interviews gives opportunities to try various data collection methods prior to the data collection of the main study. These procedures are

used to avoid the ambiguity of the methods used and to ensure more valid and reliable instruments. Validity refers to the extent to which the data collection procedure measures what it intends to measure (María ,2012). In piloting the questionnaire, some of the items did not really reflect the meaning of the items. The students faced difficulties in understanding some of the items. For example, "participating ", "engaging" and "communication skills" did not fully understand by the students as they are unfamiliar with using such words. Therefore, the researcher provided the explanation of those words to ensure the best understanding among students.

In piloting the interviews, there were difficulties in understanding the question number 8. Apparently, the students provided irrelevant answers to this specific question. Also, the students who selected randomly to be interviewed in English face difficulties in expressing their ideas and thoughts. This leads the researcher to repeat the question more than once and to provide some explanations to the interviewees.

Thus, some of the interviews' questions were rephrased for reducing the vagueness and increasing the value of the data of the study. Depending on the gathered data, the measure of reliability and validity of the interviews were confirmed. The results of the pilot study showed that students didn't face any problem while responding to the interviews' questions. Also, the results reflected that students didn't encounter any problem with the times specified for that purpose.

3.9 The Refinement of the Study

Before proceeding to the main study, the researcher had taken a number of actions into account to enhance the validity and reliability of the research instruments. The open-

ended questions had been checked to get and ensure complete answers to the interviews' questions(see Appendix 10 :299). In the main study, the researcher gave the list of the definition for certain items which have been considered by the students as being vague and difficult to understand such as "engaging" and "collaboration". For avoiding misinterpretation and getting more precise data, the semi-structured questions were provided with the definition list of some of the items.

In the main study, all the interviews were conducted in the English language and there was no choice of the participants to choose the language of the interview. Finally, the number of participants was increased in the main study to get a clearer picture and more reliable data on the use of Online videos among Iraqi EFL students to enhance their English skills.

3.10 Digital Online videos and YouTube

Online videos are one of the most effective materials in the classroom. They provide background information and appropriate stimuli for reading, writing, speaking and listening activities (Al Khayyat, 2016). As Nurhana (2014) noted that using of videos in the classroom is highly motivational for EFL students. With using videos, EFL students are motivated to learn and acquire new vocabulary, While they are learning about the culture of the foreign language and they are getting renewed input of the target language. This would normally stir their interest and passion to know more about the language, culture of the targeted group (English native people). The use of audio player CDs with conversations between people is a common practice in the schools, but it seems rather unnatural for students, because they cannot see the speaker and the environment. Video is the best because it provides the learners with images which represent the people and environment, and this helps learners to comprehend the

discourse (and dialogues) and help the learners to develop their listening comprehension, as well as their confidence in speech (Shrosbree 2008).

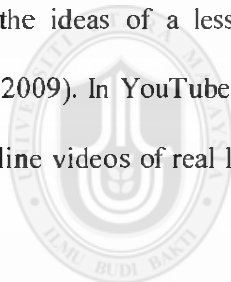
Zainuddin and Halili (2016) emphasized the scenes with utterances should be back up by body language to make the listening easily understandable. For Zainuddin and Halili what is more significant is that video provides visual motivations that can assist learners in making predictions and speculations. A great advantage of the digital video technology is the opportunity that teachers have to produce their own videos or search for those which match in the best way with the students' needs and interests (Shrosbree 2008).

The best way to use Online videos in class can be by incorporating the video as a supplemental tool with a traditional teaching method. One of the easiest ways to use video with a lesson is to get students thinking about what they already know about a given topic. When students have previous knowledge in their mind about a topic, it is easier for them to build on that knowledge. Simply asking some questions about the topic on which the teacher will teach can be enough to get the students' minds in the right place. By giving the students some discussion questions about the topic, the teacher will not only activate their prior knowledge about the subject but also to give them an opportunity to practice their English skills.

As Lee(2014) mentioned, Online videos can be used to motivate learners to use language and contribute in developing their language skills. The purpose of the pre-viewing activities should be concerned on the understanding of the video and the notion of improving the thematic unit. With the viewing activities, the teachers should assist their learners on significant features, and avoid passive opinion which learners

often have through watching a video. The post-viewing activities, the use of new input should be encouraged.

Another important point of language teachers is the limited academic time. That is, sufficient time must be allocated so that the students are able to reflect on what is shown or learned from the video (Susikaran,2013). Discussion on what is received from the Online videos has a significant attribution to what is actually learned. Whether it is just Online videos or production from YouTube, teachers must be clear as to what they desire as course or class objectives. YouTube has special features that enables teachers in gathering several connected Online videos together in a playlist to explain the ideas of a lesson or stimulus discussions about a topic (Snelson and Perkins, 2009). In YouTube, the potentials are almost unlimited; teachers can discover from Online videos of real life to trailers or movie scenes.



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The table below provides the justification about using video in each lesson:

Table (3.10)

The Lesson Plan

Note: Please refer to Appendixes 4 and 5 for all the sessions topics.

Session No.	Rationale behind the use of Online videos
1	Explain what the term 'Online videos' means and what the advantages of these technologies are. Inform the students how to download important educational channels on YouTube (as one of Online videos), how to use it and enable students to connect their previous knowledge with the new one.
2	Support and improve students' understanding of the modal verbs.
3	Make the lesson more comprehensible.
4	Improve students' speaking and writing skills.
5	Make the lesson more interactive.
6	Improve students' speaking and reading skills

3.11 Incorporation of Video in the Lesson Plan.

This study aims to reflect Iraqi EFL students' attitudes towards using online videos in English learning. In this regard, Online videos were used in six lessons. Before conducting the experience, Iraqi EFL students were given advice relating to the way to obtain more benefits from using video in this course. The advice included watching and following a lot of educational channels on YouTube to apply English language skills. The researcher emphasized on the significance for promoting their language. The students can make a prominent development in the English language study by their own attempts in learning independently out of their class. Thus, using video as one of Online videos can achieve effective results.

Six sessions were used for the group involved in the research (for more detail see appendixes 4 and 5). The researcher followed the same videos were used in Ramírez

(2012) and Rasheed (2014) studies with some modifications to be appropriate for the objects of study. The time of each session was sixty minutes. The purpose of these sessions was to show the students' attitude toward using technological materials (i.e. video) in learning English. In addition, the researcher wanted to see and evaluate the improvements of students' behavior, motivation and language acquisition. All of the sessions were in the seminar class with using computers and projectors.

First session: At the first part of this session, the teacher began to explain what the advantages of these technologies are. The first lesson is structured around a short video taken from the Harry Potter movie. The visual material is used to introduce the topic of the lesson (the rules) through the set of pre-viewing, viewing and post-viewing tasks. The session starts with brainstorming activity where students are asked to talk about the rules of their school, home, etc. In continuation, the modal verbs “can” and “have to” are introduced.

After this, a video clip is played. Following the advices of different authors, such as Tomalin and Stoller, this video (and the rest of the videos used along the unit) is a short scene from a Harry Potter movie. The aim of this clip was to trigger students' knowledge of the rules from a particular school. During the viewing stage students were asked about some information from the clip, with a photocopy handed by the teacher.

Finally, the post-viewing activity was meant to encourage students speaking practice, demanding more information about the movie, such as rules of Hogwarts, wizards etc. In order to talk about it, students are asked to use the new modal verbs they have learnt.

Second session: visual materials were also exposed in video to introduce the topic of the lesson (the rules) through the set of pre-viewing, viewing and post-viewing tasks. This session was a brainstorming activity where students were asked to talk about the rules of their university, home, among others (See Appendix 5.2)). In this session, online video is used to enhance students' comprehension of the modal verbs, adding to the slides visual organizers to highlight the grammar point and pictures that show the rules that are around them.

In addition, the online video presentation is a helpful tool for explaining the structure of the project they have to carried out ('Make you own rules'). In this part of the presentation the pictures are meant to catch students' attention and make them focus on the explanation. The project is based on inventing rules using the new structure they have learnt. The group is divided in 5 subgroups and each is assigned a different setting: government, job, school, home, and public transport. The presentation helps them with some ideas they could use to make up the rules. Finally students are asked to write 10 rules and make a short presentation to explain them to the rest of the class. In continuation, the modal verbs "can" and "have to" are introduced. The teacher exposed part of the film "The Iron Man". Thus, the purpose of using that film was to attract students' attention about using of modal verbs (See Appendix 5.2). That is, using a short video was helpful to explain about using modal verbs such as "can", "have to", "can't" and "must".

Third session: the topic of this session was the Circus and its Performers. Two different visual aids were integrated in this lesson. A Prezi presentation was used to guide the students through the lesson, avoiding direct translation of the vocabulary and

expressions. A short clip of video was used at the beginning of the lesson, in order to introduce the new topic and focus students' attention on to a motivating trailer from a Cirque du Soleil spectacle. After watching the video the teacher elicited information from the students, about their personal experiences relating circus' spectacles and the differences they found between traditional circuses and this one. Then in the Prezi presentation, pictures linked the new vocabulary and expressions with their meaning, and students completed their activities guided by them.

Fourth session: In this session, the teacher exposed video as a quick and fun way of learning English effortlessly. The ABA video was the starting point for the unit. A short video clip, offered in this session, is used as a visual support for role-playing activity. Students are asked to create short dialogues and reproduce them while dubbing the actors from the video clip. Body language of the characters should be taken into consideration. Students were capable of using all the expressions and including them in their spoken and written English. All the recordings were done with native actors. Thus, facial expressions and body language of the characters should be taken into consideration.

Fifth session:

A Prezi presentation was used in this session to highlight a new grammatical structure introduced in the lesson (The Present Perfect tense), as well as to make the grammar content more attractive for the students. To practice this new tense, students were offered to watch the story called "Story The Present Perfect Tense by Kenan Dursun". This short video, full of funny situations, not only made the class environment more

enjoyable, but also gave a lot of possibilities for the teacher to work on the use of Present Perfect Tense.

Sixth session:

The topic of this session will be *Champion Gymnast to Circus Performer*. Pictures were included as part of the video's content. The exposed pictures were used to direct the students during the lesson, avoiding direct translation of new vocabulary and expressions. A short clip of video was also presented and gained the new topic grabbing students' attention. After watching the video, the teacher elicited information from the students, about their personal experiences relating to circus' sights and the differences they found between traditional circuses and what they saw in this video. In addition, a new vocabulary and expressions with their meaning were presented, and students completed their activities guided by themselves.

3.12 Triangulation of Research Data

According to Yin (2013), triangulation is a way of comparing and supplementing data from a variety of sources used in a study. There are several kinds of triangulation which are: Data triangulation, Investigator triangulation, Methodological triangulation, Triangulation in time and/or in location and a theoretical triangulation (Leech and Onwuegbuzie, 2007).

In this study, two types of triangulation are used in the research design: Methodological triangulation and data triangulation. Methodological triangulation includes the use of several ways to gather data such as observations, interviews, documents, surveys, during conducting a study (Leech and Onwuegbuzie, 2007). The researcher used a variety of data collection techniques such as observation, learning

sheets and focus group interviews to triangulate findings. Therefore, using several methods can be 'triangulated'(Dzakiria ,2004). In this context, Da Silva et al. (2018) assert that triangulation gives a more detailed and balanced overviews of the situation.

Moreover, having more tools of data collecting will be useful in enhancing the study's validity and reliability as it is not based on one type of data. It offers extra evidence of reliability via triangulation. In this meaning, what one tool, such as observation, failed to capture was clearly shown during other instruments, for example, using interviews, and what both observation and interviews failed to capture was visible through a critical analysis of learning sheets. These multiple techniques were employed for triangulation purpose to collect, analyze and interpret the data on the same single phenomenon.

For example, semi-structured interviews being data collection method helped the researcher explore the phenomenon during qualitative data which was analyzed holistically depended on the emerging themes. Thus, the results emerging from the qualitative data analysis were duly triangulated for the purpose of cross validation as recommended by Yin (2013) and Siddique(2017) with a view to having accuracy in the analysis as well as the explanation of various dimensions concerning the single phenomenon (Kohlbacher, 2006; May, 2010).

Data triangulation was used in this study to provide a consistency of results as it compared and also contrasted more than one source of data (Kern, 2018). According to Fusch and Ness (2015), data triangulation involves employing multiple data sources, perspectives, or data collection methods to prove the findings.

In this study, students might face similar experiences, but they have different views on the experience. In relation to this qualitative study, the students were exposed to the same videos in the class, but the ways they perceived and conveyed meaning were dissimilar.

3.13 Reliability and validity

To achieve the reliability in a qualitative research, the steps of collecting and analyzing the data ought to be described carefully (Malmberg, 2018). Anyone can copy the same study receiving alike findings. In addition, the proof which is used to draw a conclusion ought to indicate the different answers from the various respondents. As the study only involves twenty-eight learners it is not referred to a whole group.

The data was validated through multiple sources that are relating the findings of the study to existing literature that is through triangulation and member checking. This is in line with the standard practice of qualitative studies (Creswell, 2014). To make ensure internal validity, it was necessary to analyze and collect the data carefully. Also it was essential to execute and introduce these data in a neutral way. Without writing down the progression in detail, the study would lose its internal validity and therefore its reliability. Furthermore, the study ought to have the ability to be achieved in other contexts. For doing this, the respondents, as well as the context of the study, should be described by the researcher (Malmberg, 2018).

3.14 Ethical Considerations

This research abided to all ethical requirements to ensure that the research and its design and protocol protects the rights of the students at all times as research respondents (Creswell ,2008). These involve taking careful measures to protect the participants' rights, honouring the research processes, and recording the data collection. All the participants were informed by the researcher about the objectives of the study and how the findings were exploited before they make their decision about their participation in the study. Furthermore, their identities and personal information will be protected. In addition, they were informed that they had the rights to withdraw from the study at any time. To get access to the research locations as a mark of respect, a formal letter will be sent to the University of Thi-Qar prior to the data collection.

3.15 Summary

This chapter provides elaboration on the method adopted for the study with an explanation for the study. It is planned to show the employment of the Online videos in the lesson plan. In this research study, several data were collected using different instruments to generate data. The researcher used the qualitative approach as a research design in studying the effectiveness of Online videos in improving the English skills of Iraqi EFL students at the University of Thi-Qar. This study incorporated the observation, learning sheet and interview protocols as instruments during data collections from the students. In terms of analysis, the researcher used qualitative data analysis. It involved the explanation for the selected data gathering and its procedures. It has also included a depiction of the sample and the plans of the lesson and activities. Moreover, the data collection tool had been described in details.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.0 Introduction

Depending on the methods and structure of this study as indicated in CHAPTER THREE, this chapter serves to answer the research questions by presenting findings from observation, learning sheet, and interviews. These findings are discussed in reply to each of the research questions. The research questions of the current study are:

1. What are Iraqi EFL students' attitudes towards using Online videos as supplemental materials in the classroom?
2. What is the Iraqi EFL students' perception towards the use of Online videos in terms of:
 - a) ease of use
 - b) usefulness for language learning?

Thus, the purpose of this study is to reflect Iraqi EFL students' perceptions towards using Online videos as supplemental materials in the classroom. Specifically, the study aims to reflect the Iraqi EFL students' perception towards the use of Online videos in terms of ease of use and usefulness for language learning. This study also aims to discover more about the aspects that have constrained the success of using Online videos as educational tools largely from the opinions of the students. Thus, the students participating in this study were taught the English language with the help of Online videos for a period of six weeks. However, the total time of the current study was eight weeks. The first week was for briefing of the lecturer and the students. Additionally,

the pilot study was conducted in the first week. However, the students' interviews were conducted in the eighth week.

4.1 Observation

Observation was one of the methods which are used to collect the data of the current study. The other instruments were learning sheet and interviews. The researcher based on Ramírez's list for creating observation items validity (2010: 41). The researcher observed six lessons (See Appendix 7: 296) to assess the students' attitude. The researcher documented all notes regarding the behavior and reaction of students towards the activities including the use of videos as shown in the theoretical framework in the following table:

Table 4.1
Participant observation notes for students

Aspects of observation	Were events in lessons observed?	Comments
Students participation in all lessons	Well observed	The students were highly participative
Students' motivation to use and attend the online video classes.	Well observed	The attendance was perfect and the use of online videos was regular. They were highly motivated
Students' interaction and collaboration with others as well as with their teacher and other students in the classes.	Some what	Initially, the interaction was hesitant but improved with regular usage. Better students were more participative. The weaker students were less participative owing to a lack of confidence in their own ability.

Students' ability to read and understand content and tell the meaning of words, sentences or reading passages fairly.	Well observed	The students' ability showed progress with time. The better ones showed greater progress.
Students' greatest likes and dislikes of the activities in online video classes.	Well observed	In general, they like to explore new sites otherwise it was difficult to assess.
Students' active participation in the learning activities.	Some what	Initially, the participation was hesitant but become very active with time.
Students ability to carry out self-directed learning through using online videos.	Some what	The students were definitely self- directed.
Difficulties encountered while attending online video classes.	Some what	Had some technical difficulties with online video lessons.

The first column of Table 4.6 records the aspects which the researcher uses to analyse the Iraqi students' perception of the learning process in online video classes. For each of the aspects observed, we have evaluated the level of satisfaction of the observation as "well-observed" or "somewhat". For example, if a certain aspect was observed satisfactorily and we obtained valuable insights, it was categorized as "well observed". However, for the aspects that were observed but required more explanation in interviews, we categorized them as "somewhat"; "somewhat" meant that the level of satisfaction was not as adequate as expected. The table has a third column where overall comments about the events observed were added. This, in turn, which would

help readers to have a clearer understanding of how the observation was done. The Aspects of observation are as follows:

4.1.1 Engagement and participation

Before integrating video with lessons, it was noticed that most students were less participative. Initially, students were hesitant to participate in the class but became very active with using video. However, the environment of the classroom altered after using video. In this research, I observed that most Iraqi EFL learners became more active in the class after integrating video with their lessons. In addition, the utilization of video led to a positive engagement by the participants due to their motivation and interaction with their teacher as well as other students in the class. This theme was related to the first research question of the study which was supposed to elicit the views of the students about the use of online videos in learning English.

There was increasing in the students' number that engaged and participated in the lessons' activities. In this context, the observation was used to reveal learners' engagement and participation in the six sessions. At the first session, it was noted that merely few students participated and exchanged thoughts with their teachers while others remained quite silent, in other cases some students were working together to prepare something to perform while the others were apparently not interested, so the teacher was obliged to choose from the list.

It is an important thing to keep students busy by creating various learning tasks in the class. That was what happened in the experiment group class where Online videos offered a real learning environment. This, in its turn, gave students a support to participate the target language. Thus, students find Online videos easier to become

engaged in the experience (María, 2012; Siddique,2017). Generally, better students were more engaged and participated. The weaker students were less engaged and participated owing to a lack of confidence in their own ability. Nevertheless ,their participation increased,when they became familiar with a new learning environment.

4.1.2 Collaboration and interaction

One fact that should be highlighted is that several students who had a passive role at the beginning of the lesson clearly changed to be more active. The collaboration and interaction were quite noticeable. Most students did share and interact with their teacher as well as with other classmates in Online videos' class. In conducting the experience of this study, these tools enabled students to interact with their teacher and other students in real situations that was not available in a previous traditional class. Therefore, Iraqi students were interested with the integration of Online videos with their lessons. In addition, students became more motivated to learn and practice their English skills with the assistance of these tools. According to students' comments in interviews, Online videos are the best alternative ways for teaching and learning English. The theme of engagement was supported by the study done by Galbraith and Rodriguez (2018) indicating that the use of Online videos has a positive effect on the students' interaction in the class. This theme was related to the second research question of the study which was supposed to show the Iraqi EFL students' perception towards the use of Online videos in term of usefulness for language learning. It was obvious increasing the interaction of students with others. This was due to the selected topics which were interested, particularly it consisted of technological materials. In addition, the new generations are well aware of the significance of technology these days.

4.1.3 Motivation

Dickey(2005) asserted that the motivation element has a crucial role in the process of learning. Advanced degrees of interactivity and motivation can lead learners to highest levels as well as best learning achievements. Iraqi EFL students were so motivated in all sessions, since online video permitted them to express their thoughts, inspiring them, asking them some questions on the chosen topic showed in the data show which required their full concentration. In fact, most students were enthusiastic to learn English after integrating videos with their lessons as the researcher noted. The students' interesting and motivation were so noticeable during their interaction and participations in the lessons, especially, via viewing and post-viewing videos. In this regarding ,many studies emphasized that the modern technology has an important role in motivating EFL students to learn and improve their language achieving the best results (Abas,2015;Dzckiria et al.,2006; Horn,2017,Siddque, 2017). This theme was related to the second research question of the study which was supposed to show the Iraqi EFL students' perception towards the use of Online videos in term of usefulness for language learning.

4.1.4 Students' comprehension:

According to Raid (2017), comprehension is a cognitive development comes as a result of listening ,thinking, watching and experiencing. This theme was related to the second research question of the study which was supposed to show the Iraqi EFL students' perception towards the use of Online videos in terms of ease of use and usefulness for language learning. In the current study, the integration of videos in their lessons assisted students to focus more on the content of their lessons. Providing a highly active environment that made its participants feel that they are in a real environment. After using video with lessons,the students' ability to comprehend the content showed

progress with the passage of time. The better ones showed greater progress. That is, the students who their English was good did not face any difficulty even in difficult questions. Especially, the questions which were related to reading skills and comprehension of the content of the video such as the first and the sixth lesson. However, the weaker ones encountered difficulties to comprehend and answer those types of questions. Furthermore, Online videos have the potentials to activate the prior knowledge of student about the subject.

4.1.5 Existence of shyness and anxiety

have observed the existence of that feeling with almost the majority of the students' English performance, along with learners' huge lack of self-confidence and the influence of their mother tongue, all those factors affected negatively their English abilities. Students were shyness and anxiety before using Online videos in their class. We Similarly, by way of interviews and learning sheets, these students often seemed passive and reticent as they were unconfident in their English. It was a challenge for their teacher in decreasing their nervousness and encouraging them to talk. In contrast, we did not observe that the learners were comfortable in online video classes, where the teacher was interacting and motivating them all the time. There were few students kept silent and shy all the time after using Online videos. Those students still did not have the desire for participating or discussing in English because of their feeling of shyness. However, teachers tried to offer the best atmosphere for learning such as the fact that they did not correct the students' mistakes. The theme of shyness and anxiety was related to the second question which was supposed to show Iraqi EFL students attitudes towards using Online videos in term of usefulness for language learning.

4.1.6 Students' likes or dislikes

It was difficult to evaluate likes or dislikes depending on the researcher's observations. What researcher could observe was the difficulties some grammar points like the use of present perfect tense while students had fewer difficulties with using modal verbs.

What Iraqi EFL students liked was more clearly observable than what they disliked. The teacher could see students' faces light during their attending the AVA class. It was clear that Iraqi EFL students were no different from students in the other country. Regarding to the certain aspects they liked, It was obvious that they liked using AVA with their lessons. Apart from their common love of technologically, it was not easy to explore in detail what each student particularly liked and why. In the same way, what they disliked was not obviously observable. By using interviews, the researcher found the answers to these aspects(i.e., what they like and dislike).

This theme was related to the first research question which was supposed to show Iraqi EFL students attitudes towards using Online videos as supplemental materials in the classroom. We can say that learners admired each session because they were familiar with the technological devices, they had the opportunity to listen to native speakers acquire the correct pronunciation as well as new vocabulary, it was funny, advertisement and motivating.

4.1.7 Videos' effectiveness for self-directed and self-confidence:

The effectiveness of video for self-directed learning was more efficiently done through interviews. Using video also enabled students to speak freely and accurately, and comprehend the spoken language by the English. That is why they avoided participation in a conventional class. Recently, they feel more relaxed and confident

in their using the English language. They can ask for face-to-face contacts outside their class since Online videos increased the students' confidence in themselves and their English abilities. Additionally, the students' ability in English. This theme was related to the first research question which was supposed to show Iraqi EFL students attitudes towards using Online videos as supplemental materials in the classroom. The Use of Online videos has a significant role in improving Iraqi EFL students' confidence in their English. That is, Online videos enabled the student to interact with others in a real environment. This, in turn, allowed for EFL students to construct their understanding and meaning (Pan & Pan,2016).

4.1.8 Challenges faced in Online videos lessons

With using Online videos in the six lessons, participants face difficulties in some technical errors that due to the computers, the internet connection and a repeated electricity cut out.

We also observed other disadvantages, for instance, sometimes the selected video was too long where it took all the sessions' time. Therefore, the teacher has to know how to manage it in order to be fruitful and inspiring.

There are also errors related to the system of the sound, whereby the voices became unobvious many times, the video stars' teleportation. The frequent cutting out of the electricity (i.e., it was not available in all the lessons' times) constrained the teacher's task and reduced students' interesting and enthusiastic towards the use of videos with their learning process. Therefore, insufficient energy power (electricity) was one of the main constraints on applying videos' experience in the English class. This theme was related to the second research question which was supposed to show Iraqi EFL students attitudes towards using Online videos in term ease of use. Generally, The use

of Online videos in the English class is an interesting phenomenon. Iraqi EFL students are able to master technological activities easily. The only obscurity was faced in the first stages.

4.2 Students' Response from Learning Sheet

Learning sheet was one of the methods which were used to collect the data of this study.

4.2.1 Participation in Learning Activities

Literature shows that practical language is one of the most significant factors of improving language learning. However, Iraqi students have limited opportunities to interact and communicate with the target foreign language (Elameer & Idrus, 2010). Thus, providing students with an opportunity to practice their language skills in authentic situations would be a more effective way to enable them to learn English than giving them input on how to answer questions of exams. This way of learning will definitely enhance their English performance (Ali, 2017). This theme was related to the first research question which was supposed to show Iraqi EFL students attitudes towards using Online videos as supplemental materials in the classroom.

The majority of the students found the new class environment better than what they had expected. The online videos gave them opportunities to practice the language and the discussions of the teacher about certain topics had a positive impact on their learning. The activities in Online video classes helped the students to get a thorough immersion and increase their English learning experience as they had to use language in various situations. They also acknowledged that learning English by having authentic opportunities to practice English was valuable for them as they could practice

talking with strangers and that could prepare them for studying for a higher degree. Furthermore, it made them have more confidence in using English.

According to *Informants'* responses to learning sheet, they were all highly active in all the activities particularly the activities where they had to use the English language to interact with others in real situations. Their active involvement could be observed in their quick responses to questions, the questions they posed and their animated behavior. They also said that practicing English in authentic situations was a good way to enhance their English language skills. These students were highly motivated to use online videos as they had found a way to practice their English language skills. As the following example of *Informants'* answers:

Informant 9: "Yes of course. Practice and discussions during the lessons increased our learning ability."

Definitely, discussions and practice in virtual lessons affected in English learning."

Informant 6: "English learning with the opportunity to practice English language skills is useful for me to use for communication with others and for studying for a higher degree."

Informant 9: "provision of a virtual environment to practice English language skills is meaningful for me."

4.2.2 Interaction and Collaboration

According to some of the Iraqi students' response, they felt that they had learned a lot of things about English in a short period of time (eight weeks). According to *informants'* responses ,interaction and collaboration with their teacher and others was one of the most effective ways to improve their English language skills. This theme was related to the second research question which was supposed to show Iraqi EFL

students attitudes towards using Online videos in term ease of use and usefulness in language learning.

According to Ali(2017), the Iraqi students faced difficulties in communicating. They were unable to use English to express their feelings, emotions, thoughts, etc. However, the environment for learning created by new technology has been helpful for them. It has provided collaborative learning by creating opportunities for interaction among participants. Participation and interaction are important in collaborative learning context. . The Internet has offered shared space for individuals to communicate using their English. Specifically, the online video environment has provided a realistic and immersive environment where participants can communicate and interact with another thus providing an encouraging environment for learners to succeed in (Bell, 2008)

The students said that they were willing to learn to say the right things probably because they realized that what they were learning was what the characters in online video would be saying. For them, it was not a role play in a sterile environment of a traditional class. They were the characters in a real environment and saying things the characters in video would say and it would be useful in the real world. As the following examples:

Informant 2" learning will be enhanced for students because it has increased our opportunities for communication. Besides, it has linked us with helpful people. "

Other Informants pointed out the collaborative learning activities that occurred between the teacher and other learners in real situations were a definite positive aspect as they were able to communicate with native speakers as well as other learners from

different nationalities when they navigated in many locations using their English language. They also stated that it increased their communication skills in various aspects. However, they pointed out that some activities needed to be implemented so as to increase productivity.

Informant 8: "Collaborative learning activities was good,... Yes, it seems to be an effective programme to improve English learning."

Informant 3: "In fact, collaborative activities were in interacting with the teacher and other participants .It was very helpful to increase communication skills for us. This was especially useful for those of us who had difficulties in English communication skills. "

Informant 10: "Collaborative activities were better with the teacher as well as other students. "

Informant 15: "It provided us the opportunity to get new knowledge from international teacher and learners by collaborating. "

Informant 18: "I had much interaction with my teacher and other learners. I would like to confirm that I learned more from the other learners. "

4.2.3 Comprehension

This theme was related to the second research question which was supposed to show Iraqi EFL students attitudes towards using Online videos in term of usefulness in language learning. During the English lessons in online video, the students were more eager to attend online video classes and felt frustrated that weaker students had not understood some instructions and had poor communication performance. Most of the weaker students did not understand the content of the videos. The reason might be they are not familiar with exposing of authentic materials.

With regard to the ability to read and understand the content, the students reflected on their answers that many of them were able to read and understand the content of some videos. Others replied that they could read and understand very well. This left only students who could not even read the simple English texts. They made mistakes so often when they had to read texts.

4.2.4 Communication

According to the students' responses, the role of online videos was important to encourage them to communicate with their teacher and other classmates in discussions using their English communication skills. This theme was related to the second research question which was supposed to show Iraqi EFL students attitudes towards using Online videos in terms of usefulness in language learning. According to Raid (2017), improving learners' communication in English plays an important role in developing learner's overall English language skills. In this context, more attention must be given to speaking and communication activities. Drilling in grammatical structure, memorizing rules and vocabulary lists should be given minor significance if the target of the lesson can be achieved interactively.

Communication refers to the number of different ways in which people use the computer to communicate with one another via the Internet (Subrahmanyam & Greenfield, 2008). Communicative activities provide meaningful opportunities for the students to use the language with one another and with others in online video classes. When the student reflected their feelings in learning sheet, they said that they were more comfortable in seeing ourselves in the form of avatars and communicating with other learners as well as with their teacher. In fact, most students were more eager to

learn in online video classes. In addition, they said that they felt that the communication was real and at the same time unreal as they could hear the voices of the English native speakers yet could not see them physically in person. They were represented by avatars. In this context, most of the students felt comfortable in interacting with their teacher and other classmates in real situations. Students who were normally shy in real life found that being involved in online video class provided them the opportunity to overcome their shyness.

4.2.5 Motivation

This theme was related to the first research question which was supposed to show Iraqi EFL students attitudes towards using Online videos in learning language. The motivation was also a problem for some students. In the case of low motivated students, their teacher reminded the participants again and again to attend online video classes, to listen to the native English speakers in videos and to watch real life of the target language.

In summary, from the students' feedback and teaching experience in the six sessions, It was note that conducting the lessons with correct and appropriate teaching methods and techniques play an important role in learning English.

4.2.6 Difficulties in Online Video classes

This theme was related to the second research question which was supposed to show Iraqi EFL students attitudes towards using Online videos in term ease of use. According to Informants' responses ,There were many difficulties faced students can be summarized as following:

4.2.6.1 Un clear Voice and the Low Internet service: The difficulties encountered were some technical glitches because of the computers and the connection of the Internet. These glitches included the sound system, whereby the voices became unclear at certain moments as well as in the teleportation of avatars. According to the students' responses, there were no more technological hitches at the end of the fifth and six sessions. However, the students being adult learners had no difficulty in the technical aspect of using online videos. This is an interesting phenomenon that is observed all over the world have noticed.

Informant 4: "I had got some technical problems such as the connection of the Internet. The sound became unclear at certain moments."

Informant 2: "Yes, I faced some technical problems especially loss of voice".

Informant 7: "technical problems such as lost voice".

Informant 10: "Yes, sometimes, the voice was not clear"

Informant 6: "voice is not clear".

Informant 5: "I also faced some technical problems especially the Internet connection. The sound was also unclear at times"

4.2.6.2 Distraction

Another disadvantage of Online video is the possibility of being distracted. As It is required students to conduct their learning online, some of the students shared worries that participants might get distracted from the real focus.

Informant 10: "In Online video class, there is a chance that learners might misuse it for other purposes which are non-educational."

Informant 13: "Learners might get distracted while taking lessons in Online video class. They might leave the class with the excuse of technical problems, but in fact they might browse through unsavory things "

Distraction is an anxious issue that happen in all tools and methods relating to e-learning. Nevertheless, it is also probable that we might worry or assume too much, for instance, we are worried that learners might get swayed away from the main focus, but we have not tried to implement and see what the effects that follow right after are. Other informants said that inappropriate content videos led them to be distracted. In this regarding Raid(2017) stated that it is possible for students to be distracted as a result of exposure to the inappropriate content of videos.

4.3 Students' Responses from Interview

After finishing the sixth lessons, the researcher tried to get enough information from Iraqi students who attended Online videos' class. Therefore, the researcher asked eighteen of those students to participate in an interview (See Appendix I, page....) in the meeting room of the English department from the College of Art at Thi Qar University. The questions of the interviews were open-ended to explore their perception about Online videos as supplementary tools in education. These tools were exploited to enable Iraqi students practice their English skills.

As mentioned before (in section 3.9.2), data were collected after the interviews with the students. After reading and rereading the collected data, the process of open coding was followed to emerging themes as recommended by the following researchers (Bogdan & Biklen, 1998; Strauss, 1987; Vaismoradi et al., 2013). Similarly, axial coding was done for theme consistency concerning concepts and categories. Then, selective coding was done for the core categories to help to researcher resulted in the identification of certain significant themes related to the results of this study. Thus, the

researcher used these themes for the justification of the responses to the research questions.

Hence, in the current study, the use of open coding scheme assisted the researcher to decrease the quantity of the data with a view to focusing on main ideas were significantly connected to the particular research questions (Lehmann-Willenbrock, 2016). In the same way, the axial coding enabled the researcher to have themes depended on the stability of some concepts by ignoring the vague ideas (Longhofer et al., 2013; Tracy, 2013). Likewise, the selective coding, which was utilized to indicate the core categories of the data collected in the current study.

Depending on thematic analysis, the current study analyzed the comments of students in the interviews. They were asked the seventh open-ended questions, about twenty-five minutes. The interviews' questions were taken from the study of Ramírez (2012). The researcher translated these question from Spanish into English with certain modifications to be appropriate for the present kind of research.

They were asked ten open-ended questions, about twenty-five minutes. As mentioned in CHAPTER THREE that the number of students who were interviewed was eighteen:

The interviews' questions were taken from the study of Ramírez(2012).The researcher translated these question from Spanish into English with certain modifications to be appropriate for the present kind of research. These questions were indicated in the following table:

Table (4.3)

The Interview's Questions Question	Research Answered
1. What are the differences between the traditional class and AVA's class?	RQ1
2. Do you think using Online videos in the language classroom can help you to understand the new lesson? How	RQ1
3. Do you think that using Online videos can help you to participate in the class?	RQ1
4. Was learning English skills with using Online videos interesting? How?	RQ1
5. Do you think that using Online videos has helped you to improve your English skills?	RQ1
6. How Online videos motivated you to learn English skills? How?	RQ2
7. Did Online videos engage students in learning tasks? How?	RQ2
8. .Explain how collaborative activities like the interaction with your teacher as well as with other students, will improve your English learning during using Online videos?	RQ2
9. How using Online videos related to the topic of lesson helped in developing your communication skills?	RQ2
10. Can explain in brief the advantages and disadvantages of using Online videos as educational tools for learning English skills?	RQ2

4.3.1. Theme: Learning Activities

Unsurprisingly, there are many researchers who consider a traditional learning is not good for enhancing language learners' efficiency. In the traditional class, the teacher is the center of educational paradigm where learners have a passive role in the class (Sola,2012;Raid,2017;Siddique,2017). Students feel boring with the traditional teaching methods. Therefore, it is considered insufficient and inappropriate for the students. Conversely, Online videos offer opportunities for the students to share their ideas. In addition, these tools allow the students to use the language skills in a real situation..

In this context, I asked the students to show the differences in their learning before and after adopting Online videos as educational tools. In doing so, they provided us the theme "learning activities ". This theme emerged from the data analysis for the following open ended question was posed:

Interview Question 1: What are the differences between the traditional class and AVA's class?

This theme was identified as "learning activities" of students while learning English skills. It was related to the first research question of this study which aimed to elicit Iraqi students' perceptions toward using Online videos in learning English skills. The students' views support the idea of learning and improving their English skills with the assistance of Online videos. For instance, Informants 3 and Informant 7 expressed their negative views toward the traditional learning as they considered that learning by just sitting and listening to the instructor was boring. Informant 8 also gave positive views in this connection. To Informant 8, Online videos were helpful as new teaching

methods .To her," *It really helped me to understand English topics*". She added that using Online videos " *did not make me bored or sleepy. Online videos provided a chance to use my English*". In this context, I agree and support with Rasheed (2014) who showed that the more practical sessions were much more interesting as students able to use their language in a more realistic context. Ruso (2007) emphasized that practical sessions are significant factors to enhance students' English proficiency. According to Kaswa (2015), using Online videos provide students with chances to practice their English in different real situations.

On another hand, Informant 16 justified the reason which made the traditional methods to be boring, when Informant 16 said that " *I hardly participate in the class* " with following the previous traditional methods. While Online videos' class was better than the previous one from the opinion of Informant 17:

"Using Online videos was betier than the previous traditional method. These tools really helped me to participate in all learning activities in the class reflecting my own thoughts and views and enabled me to understand new topics"

To him, Online videos offer the opportunities to share in the learning activities in the classroom. Similarly, Informant 18 deemed Online videos as active teaching methods as these tools have made her " *more active in sharing all learning activities via discussions with my teacher as well as other students*" in his response:

I appreciate using Online videos in this course because Online videos have offered an opportunity to use my English in the real situation. With these technological materials, I become more active in sharing all learning activities via discussions with my teacher as well as other students"

the Informant students were supportive of what Al Khayyat(2016) claimed about the Iraqi classroom which to him has always been teacher-centered where a teacher is in charge of the whole learning process. This, in its turn, leaves very little space for the students to use their English in discussions either with a teacher or with other peers. Informant students found that Online videos helped them to feel less pressure and thus improve their language proficiency. Furthermore, the learning atmosphere had made the Iraqi students dare to ask questions of the teacher when they did not understand and to request for aid when they required it.

In short, the hope is that Online videos can achieve the learning objectives by providing students with a rich constructivist environment. In the current study, using Online videos with six lessons helped Iraqi learners practice their English in real situations and enable them to listen to real people who speak English as their native language.

Discussions among students themselves and with their teacher can increase after watching videos. To support this idea, teachers ought to be aware of learners' needs and then to constantly alter, analyse, and develop teaching arrangements of the teachers.

4.3.2 Comprehension

As mentioned in chapter 2, comprehension is the process of understanding the learners' process of knowing, thinking, learning and evaluating in specific situations. After conducting the experience, Iraqi learners got a better comprehension of the new knowledge after using Online videos in their class. With exposing the English

language constructions in its authentic situations, the task of learning became clearer and more meaningful for students.

This theme was related to first research question which aimed to elicit the students' attitude towards using online videos in learning the English language. It emerged in responses of participants to the following question:

Interview Question 2 :Do you think using Online videos in the language classroom can help you to understand the new lesson ? How?

The comments above showed that all students agree and support the important role of Online videos in the comprehension of new topics. Informant 1 supported and preferred using Online videos in his class as these technologies enabled students "to learn a new information...." and "to interact" with other students in a confidential way compared to a traditional teaching method:

"Attending Online videos class was good to learn new information. It assisted us to interact with others confidently in the class. These things couldn't be achieved in the traditional class. "

Similarly, Informant 8 supported the former Informant saying that using tools was "useful":

*Conducting this experience opened my eyes to technology's different types.....
The use of Online videos was very use ful"*

However , Informant 9 emphasized that the process of understanding a new topic "became easy" with adopting these useful technologies. According to Cannon & Boswell (2014), comprehension is a cognitive process comes as a result of watching, listening ,thinking and experiencing. In the current study, the integration of videos in

their lessons assisted students to focus more on the content of their lessons. Providing a highly active environment that made its participants feel that they are in a real environment. For example, Informant 11 mentioned that English learning with using videos gave them opportunities to interact with their teacher and other students. Informant 11 added that the interaction with others helped students "so much" practice their English :

"In fact, Online videos have an important role in enhancing our ability to practice English by giving us the opportunities to interact with students and with our teacher. This has helped us so much.: "In fact, Online videos have an important role in enhancing our ability to practice English by giving us the opportunities lo interact with students and with our teacher. This has helped us so much"

Comments from Informant 13 who gave descriptive phases on the cognition theme .For Informant 13, these tools provided students with "an opportunity to acquire" a new information during "collaborating" "with the teacher and other students in the class:

"Using Online videos provided me an opportunity to acquire a new knowledge from my teacher and other students by collaborating. "

According to Ail(2017), Online videos would be important learning tools for foreign language learners as these tools provide unique opportunities for learners to understand the lesson's content and provided them an enriching learning experience. Similarly, González-Vera and Corisco (2016) showed that Online videos enable students to develop their comprehension skills (i.e., listening skills) as these tools provide information that helps students to understand the lesson content. Thus, Online videos helped them to comprehend more than the previous classroom environment.

4.3.3 Theme: Participation

This theme was related to the learners' participation in AVA classes. It appeared in learners' responses to the following semi-structured question:

Interview Question 3: Do you think that using Online videos can help you to participate in the class?

This theme aimed to show the students' views toward using Online videos in the class and how these tools can help them to participate actively in the class. The participation theme was related to the first research question of the study which was supposed to indicate the attitudes of the learners about using of Online videos in learning English skills.

Wazeema and Kareema (2017) asserted that Online videos helped students become active elements in the English classroom. For these scholars, Online videos maintain a high level of students' interest in language learning and highly encourage students to participate in learning activities. Thus, Online videos would be important educational tools for foreign language learners as these tools provided the unique opportunity to practice language with the teacher and other learners in the class. In this regard, the opinions of students were much engorging which support learning English with assistance of these technologies (i.e., Online videos). For the Informant 1, Online videos provide students with "new thoughts" making them more confident in their English performance. To Informant 1, Online videos enable students to participate actively in the class ":

Online videos gave us new thoughts and this helped in increasing our confidence. Therefore, we participated actively in the class."

Informant 3 had the same positive view saying that Online videos assisted EFL students *"by creating a kind of competition among groups in the class"*. Similarly, Informant -5 had the same supporting opinion saying that she *"actively participated in different learning activities in the class while using Online videos"*. However, last two opinions were from Informant 6 and Informant 17 who were so *"enthusiastic"* to participate in learning activities with assistance Online videos:

"With integrating Online videos , students became enthusiastic to participate in the class reflecting their thoughts and opinions about a given topic....."

"I participated with much enthusiasm and energy in the class when my teacher used Online videos"

For these Informants, using Online videos in presenting new topics encouraged them to reveal their own ideas and views. The learners had active participation in Online videos' class as they remained busy in discussion and sharing their ideas and opinions which assisted them learn and improve their language better than they used to do before having this wonderful class. Similarly, this corroborates with what Shabiralyani et al (2015) posited that the integration of technology in the classroom helps engage and motivate learners. This is also direct in line with the cognitive learning theory (Brunvand,2010) as students being active took themselves not as empty vessels to be filled by the lecturer (Siddique, 2016). Instead, they participated actively in the class activities to learn English skills.

Furthermore, their lecturer did not take them as empty vessels to filled by him rather he provided them with opportunities to discuss and share their information concerning

the new topics introduce to them not only with him but also with their peers. Nevertheless, all this became possible only because the cooperative approach encourages students to participate actively in the learning process. In addition, the students performed better after implementation Online videos because these tools helped them to improve their English as according to Mayer et al (2005, p. 19), "well-designed multimedia instructional messages can promote active cognitive processing in learners". Additionally, the current study is also in line with the study of Anil (2015) who claimed that Online videos can facilitate English learning.

4.3.4 Theme: Make the Lesson Interesting.

This theme appeared in a response to the following semi-structured question.

Interview Question 4: Was learning English skills with using Online videos interesting? How?

The theme was indicated that Online videos as a sources of interesting which can encourage students in learning and practicing their English skills. The opinions of the seven participants who were taught English skills with integrating Online videos. The 'Make the lesson interesting' theme was related to the first research question of the study which was supposed to indicate the attitudes of the learners about using of Online videos in learning English skills. The learners' views were considerably positive and supported the idea of learning English skills with the assistance of Online videos.

All students agreed that it was more interesting to learn English with the audio-visual materials. Gone are the days when the learners were controlled by the teachers only by

their strict behavior or just exhibiting the pedantic or scholastic style of teaching. Recently, learners want entertainment or fun element while learning English skills which usually are considered as boring and difficult ones (González,2012; Radia,2015;). With assistance of Online videos, learners were not only succeeded in learning English skills but also they enjoyed a lot .Therefore, they responded positively toward the use of Online Videos in their class. For example, the view of Informant 1 and Informant 2 indicated that Online videos were interesting not like the conventional teaching class where the textbook is used .In addition ,they mention it was more memorable and they learned better:

Informant 1: *"....I felt that Online videos were good teaching methods to make my class interesting. Instead of using a textbook only, these tools of conducting class were more interesting. As a student, I think that these technologies can help me in remembering what I learn better than listening to the teacher talk all the time..."*

Informant 2: *" ...In my opinion, these tools are the best tools that can bring related materials to the class making it more interesting. furthermore, as students I like to learn a new knowledge in real condition."*

Informant 3 was very positive and said that the use of these tools in learning English skills led him to be *"interested and enjoyed a lot"*. To him, *"English can be learnt easily" with using Online videos"*:

"I was interested and enjoyed a lot with Online videos because these tools enabled me to practice my English during discussions with other students and my teacher.... With using these tools, English can be learned easily."

Similarly, Daniel(2013) to whom Online videos provide the process of learning with a fun element. Similarly, Informant 4 responded in a positive way during his view that Online videos involved the element of fun:

"learning during Online videos was more interesting than the former conventional learning "

As far as Informants' comments (9,14,16 and 17)were concerned, these answers were also positive ,especially when Informant 14 said that" *These tools are new and fun elements for all students"*. In the same way, Informant 18 responded ,particularly when she justified that the use of Online videos was interesting because these tools "*gave me a chance to hear English native speakers and practice my English during discussions with my teacher as well as other students"*:

Informant 5:"*Online videos were new teaching methods for all the students ...these technologies created the enjoyment and fun in our class"*

Informant 9: "*Online videos helped us to learn English because these tools provided us with an interesting classroom environment. It was better than using previous teaching methods"*

Informant 14: "*These tools are new and fun elements for all students"*

Informant 16: "*I enjoyed in learning English in Online videos class."*

Informant 17 :"*Online videos were much more fun and interesting tools"*

Informant 18 :"*Using Online videos were interesting and enjoyable; these tools gave me a chance to hear English native speakers and practice my English during discussions with my teacher as well as other students"*

In this context, González's study (2017) who stated that learning through integrating Online videos is more interesting. According to González, Online videos provide students with learning and interesting together. In this context , I agree and support with the study of Siddique(2017) who asserted that successful as well as meaningful learning is the combination of both work and fun together. This was what was ensured

to the participants of the current study who not only improved their English skills but they did all this while having fun learning in a very friendly environment where they were free to discuss ideas with their classmates as well as with their teacher too. All this was done by integrating Online videos with lessons.

Above all, integrating Online videos with lessons not only fulfils the personal educational needs but it can also make learning fun.

4.3.5 Theme: Improvement

This theme that emerged from the responses of the students is concerned with the improvement in students' English skills after integrating Online videos for which the following semi-structured question was posed:

Question 5: Do you think that using Online videos has helped you to improve your English skills?

The theme which was identified as improvement of students' English skills after using Online videos with lessons. It was related to the first research question. According to students' comments, it was easy to use these types of technology. There are many technological tools emerged recently to help EFL learners in improving their English skills. Online videos are significant types of these technologies require receiving a good training to effectively manage the learning process (Carrier, et al. ,2017).

Responses of Iraqi students above indicated that most of them were interested and excited with integrating Online videos. In addition, their views were positive about the improvement of the English language skills after using Online videos. The majority of students emphasized in their response that Online videos assisted them to improve their

English. Therefore, they considered these tools as user-friendly. For example, Informant 6 stated that " *The integration of Online videos with our lessons helped us to improve our English skills. These technologies are more interesting and enjoyable to be used with lessons*". In similar ways, Informant 8 also responded to the assertion. She further said that they had a desire for more experiences of these technologies with lessons:

Informant 8 : *In fact, using Online videos with lessons were beneficial to our English language use. We improved our English during using Online videos .We were happy with using Online videos with lessons and wanted to have more experience with these technological tools"*

Similarly, what Informant 9 said in this connection was also positive as to him also" *Online videos had a significant role"* in improving students' English skills. To him, these tools provided students with opportunities to apply English with other students: Informant 9: *"Online videos had a significant role in improving my English skills because of providing meaningful opportunities to practice my English with other students"*

In this regarding , Ho and Intai (2017) who emphasized that using these technologies improves the English skills of learners because of offering opportunities for effective communication between a teacher and students in EFL classroom. In addition, these scholars indicated that Online videos have the potential to support the process of the English language learning and teaching across the curriculum.

According to Informants 12 and 14, the English skills developed "*rapidly and significantly*" during using video as one of Online videos in the class. Therefore, Iraqi learners revealed their interest and were happy with using Online videos in their class. In addition, students' comments reflected their desire to conduct more experiences in the class. In this regard, the findings form students were positive and encouraging

regarding the use of Online videos to learn and improve English skills. Informants deemed technologies as being supportive as Online videos assisted them to improve their English skills:

Informant 12: *"My English improved rapidly and significantly after using video in the class"*

Informant 14: *"Yes, Online videos absolutely assisted me to learn and improve my English these materials gave me the opportunities to use my English."*

According to Lai(2017), there is a strong connection between the beliefs of students about the usefulness of technology and the purpose to use the technology. According to the researcher's observation and the students' perception toward using Online videos, the majority of the Iraqi students stated that they were happy because of integrating video with their lessons helped them practice their English in authentic situations. However, this was not normally available in the previous traditional classroom. They felt that Online videos have a positive effect on their learning. They were devoted to learning English in Online videos' class. The findings from this study suggest that the perceived usefulness of these tools in terms of improving the Iraqi students' English language skills indicate that an increase in the training program should be encouraged.

4.3.6 Theme: Motivation

This theme aims to show Online videos as motivated sources can be employed for developing students' English skills. It emerged from the participants' responses to the following semi-structured question:

Interview Question 6: How using Online videos motivated you to learn English skills?

This theme was identified as the effect of using Online videos on motivating students to learn English skills. It was related to the second research question of the current study. As shown in informants' responses, all participants support using Online videos with their lessons. They agreed and preferred integrating technological devices as instructional tools.

The informants consider these tools as being sources of motivation which assisted students to learn and improve their English skills. The theme "motivation" was connected to the first research question of the study which was exposed to discover the impact of using Online videos in learning English skills. Students' responses supported the positive role of Online videos in learning English skills. In this sense, the views of Informant 1 and Informant 7 are very encouraging because they claimed that Online videos were good means to save their time and efforts. Their views in the following make the point clearer: saying "with less time and efforts"(for the informant 1) and "without wastage our time"(for the informant 7):

Informant 1: *"Yes, the use of Online videos as pedagogical means motivated me to learn English a lot as these tools encouraged me to use English in discussions reflecting my thoughts and opinions with others during exposing a new topic.....These tools created new ideas and things with less time and efforts"*

Informant 7: *"Absolutely, these tools motivated us to learn English skills without wastage our time"*

Similarly, Informants 3,9 and 16 also claimed that the use of Online videos motivated students to practice their English. These informants used words: " a lots" (For Informant 3 and Informant 9) and "*to much extent*"(for Informant 16):

Informant 3: "*Online videos motivated me to much extent*"

Informant 9: *Yes, using Online videos attracted our attention and then we were more willing to listen carefully what the speakers were talking about and so we were motivated a lots."*

Informant 16: "*these tools motivate us to learn English a lot.....*"

According to Gorder (2008:23), the motivation is "the learners' willing to exert in pursuit of an object, while in the context of learning, motivational tactics supported educational aims". That is why the students were willing to exert efforts to achieve their objectives with supporting Online videos. The views of Informant 6 were very encouraging as was evident from this snippet of his answer: "*Online videos were really great potential as supplementary tools to motivate us to learn English skills*". The similar positive views for Informant 6 :

Informant 6: "*Online videos were really great potential as supplementary tools to motivate us to learn English skills*"

To Informant 8 ,these tools enable them to reflect their own "*thoughts and opinions in the lesson*":

Informant 8: "*I think that the integration of Online videos in the class was good as new teaching methods to learn English ,since these tools motivated me to practice my English reflecting my thoughts and opinions in the lesson. "*

The following excerpt from the responses of the Informant 10 made the point clearer:

"With using Online videos, we learnt the English language easily as these tools assisted students to use their English in real situations. Therefore, we were so

enthusiastic and motivated to learn English skills'. Thus, students' responses reflected their positive attitudes toward using Online videos with lessons. According to their answers , Online videos provided opportunities to learn and practice English. Furthermore ,these devices enable students to learn in a short time and in a real learning environment. Thus, the findings showed the positive effect of using Online videos on the motivation of Iraqi EFL students. Therefore, the students' high motivation level can lead to success in the foreign language learning (Tahaineh & Daana, 2013).

4.3.7 Theme: Engagement

This theme that emerged from the responses given by the informants was concerned with the engagement of students while learning English for which the following semi-structured question was posed:

Interview Question 7: Did Online videos engage students in learning tasks? How?

This theme was identified as the students' engagement while learning English skills with the assistance of Online videos. The data was extracted from the comments of four students were taught English with the assistance of Online videos. It was related to the second research question about the current study. The responses of participants above were very positive indicating the importance role of Online videos in engaging them with the lesson. The views of the informant 2 were similarly positive in this regard who said *"Online videos proved to be great sources for engaging students in learning and practicing our English skills"*.

Similarly, views of Informant 8 were markedly encouraging which supported learning English skills with the help of Online videos:

Informant 8: *"Online videos increased our engagement with the lesson compared with the former traditional class."*

In this connection, views of Informant 11 were also very positive in this regard who said that these technologies enabled students to learn English with "*attention and inspiration*". Likewise, as per the views of Informant 18 "*Online videos introduced a new method to learn English which is different from those found in traditional learning. I think Online videos have the potential to make students more engagement with the lesson.*" In this regarding, Savin-Baden and Burden (2018) indicated in their study that Online videos enable student to practice their English in authentic situation. In addition, Online videos offer unique chances to experience and explore numerous areas of interest while interacting within the audiovisual environment (i.e., Online videos).

One of the important elements for succeeding learning activities is the students' engagement. Astleitner (2018) clarified that the students' engagement refers to the initiation of cognitive, emotional, and behavioral aspects of students' investment and attachment to education. Boekaerts (2016) pointed out that three aspects of engagement are interactivity, connectivity, and access. To him, Online videos enhance the students' engagement making them more confident and autonomous in the learning process. Raid(2017) stated that increasing students' engagement can be a sense of shared experiences offering chances for collaboration, interaction, and communication.

Online videos offer opportunities for EFL teachers who aim to discover new ways for supporting English learning. Furthermore, using these tools provides students with opportunities to interact ,collaborate and communicate with others, and provides a real learning environment. This new environment is helpful to teachers because it provides

the Iraqi students an appropriate learning environment for learning and collaborating (Giannakos et al., 2016). Integrating Online videos with lessons presents students a communicative experience. Engaging students in the content of lessons can facilitate a learning task and thus develops learning outcomes.

Depending on the students' responses, they were excited with using Online videos which lead to create a successful learning environment because of its active and interactive environment. Student considered Online videos as substitute tools of learning English.

Online videos can be used synchronously where teacher and students interact or collaborate in groups reflecting their ideas and knowledge. In addition, Online videos assist students to communicate with others in the class developing their English skills. Therefore, integrating Online videos into EFL classroom provides a high level of students' engagement.

4.3.8 Theme: Collaborative Learning

This theme was concerned with the role of Online videos as sources for encouraging students to collaborate in learning English. The following open-ended question was given:

Interview Question 8: Explain how collaborative activities like the interaction with your teacher as well as with other students, will improve your English learning during using Online videos?

The theme that was known as collaboration learning of students while learning English with Online videos referred to the overall views of four students have learned English skills with assisting Online videos in the class. Informants' opinions were positive about encouraging the use of these technologies in learning English skills. According to Informant 6, students' performance was better with using Online videos ,since they did not learn collaboratively together to complete the learning tasks in a traditional teaching method. Similarly, the next Informant supported implementing Online videos with lessons in her response:" *collaborative learning was during interacting with our teacher and other classmates in the class, ... of course, this tool is effective to develop our English learning*". Informant 9 also had the same positive views towards using Online videos in the class. To him, these tools helped students in improving their English communication skills:

Informant 9: "In fact, collaborative learning activities helped me to develop my communication skills during the interaction with other students and my teacher in the class ."

The last response to this connection was from Informants 13 and 8. Her opinion was very positive and encouraging which supported learning English skills with assisting Online videos. According to informant 13, using Online videos was important to learn English in the class ,particularly for " *some weak students who faced difficulties in speaking skills*":

Informant 13: "I think that increasing the interaction among learners themselves as well as with their teachers was useful for developing speaking skills, particularly for some weak students who faced difficulties in speaking skills."

Informant 8: "With using video, collaborative learning was during interacting with our teacher and other classmates in the class,... of course, this tool is effective to develop our English learning."

To Wazeema and Kareema, the integration of these technologies in English learning is necessary to increase the students' interest and knowledge in collaborative learning environment. The use of new technological tool in the field of education has enhanced the quality of learning and teaching. Based on the collaborative idea, learning is most effective when learners work in groups and exchange ideas with their partners.

Andreas et al. (2010) defined collaborative learning as learning activities which are conducted by small interactive groups. Dang (2018) indicated that collaborative learning can be organized into five types: (a) reciprocal teaching: where students assist each other to improve their discipline-based skills, (b) discussion: where the interaction of students can be achieved principally via the spoken word, (c) collaborative writing: where students write to learn the course content, (d) problem solving: where students concern on applying problem solving strategies, and (e) graphic information organizing: where students use technological tools to organize and expose information.

Therefore, discussions can be after watching each video can support collaborative learning or shared of new knowledge for students via interaction learners with each other and not competition. In this regards, I agree and support the study of Wazeema & Kareema (2017).

Collaborative learning can be used independently or in combination with other ways. Its emphasis is that learners communicate with one another in social interaction. The suitability is based on the communication options and features within the learning platform. It enhances the students' performance and quality of learning through active participation (Giannakos et al., 2016).

In this study, collaborative learning was a beneficial method of improving language learning especially in Online videos' class. Iraqi EFL learners and their teacher collaborated to produce new knowledge. They did share and interact with each other through lessons instead of using different locations for the participation. According to students' comments, collaboration activities did impact on their learning abilities in a positive way. According to Ali (2017), collaborative learning is the main elements to make English learning successful. In this study, the collaboration element appeared clear during using Online videos with six lessons, particularly when the teacher asked students to be in groups collaborating to response on the given questions.

Thus, the students and the teacher collaborated in an effort to build new knowledge. We would be saying that the Iraqi students' performance did indicate that they had acquired new knowledge as they, particularly the better students, were able to teach weaker students. They felt that collaborative activities did improve their learning capabilities positively. The findings revealed that the active participation could easily be achieved in Online videos' class. For successful collaborative learning, students had to be actively involved. They should participate and engage themselves in the learning experience.

4.3.9 Theme: Communication

The quick improvement of technology has led to appearing e-learning system which focuses on using highly developed technological aids in the learning process. Technology offers more instructional materials and more chances are given to learners to communicate, interact and collaborate with each other and with the teacher (Liu and Cheng, 2015).

The "communication" theme shows the role of Online videos in learning and improving students' English communication skills depending on the views of Iraqi EFL learners. This theme is related to the second research question of this study. It emerged in responses of students to the following open-ended question:

Interview Question 9: How using Online videos related to the topic of lesson helps you to develop your communication skills?

The students' comments show that these technologies can be so very helpful in their learning process. Students realize the usefulness and importance of the advance of technology not only for the near future but more so for the more distant future. Many researchers have showed that the communication with other learners or teachers in the target language has been recognized as a necessary part of the learning process.

Examples of participants' answers are:

Informant 11: "I think Online videos were useful tools for improving my English communication skills because these tools were more interesting and fun to use."

Informant 13: "Using Online videos with the lessons gave us the chance to communicate in English. That is why, our communication skills were improved."

Informant 15: "Online videos encouraged me to communicate with my teacher and with other students without any hesitation. I enjoyed with using Online videos because of its familiarity. Online videos had made me more motivated to learn English."

Informant 16: "Online videos were important as new methods of English teaching. These technologies enabled us to communicate with our teacher and other students in real situations."

Informant 18: "With using Online videos ,I learned a lot. Online videos have increased my opportunities for communication. "

According to Mathew and Alidmat (2013), communicative activities provide meaningful opportunities for the students to use the language with others in a real learning environment. The benefit of using English in real situations is to develop students' communication skills. In this context, most successful way to learn the English language is to practice it in a real learning environment (Ibanez et al., 2011). With the view of constructivism that learning occurs through interaction, the Iraqi students had the opportunities to use their speaking skills. in addition, (Ibanez et al., 2011) asserted that constructivism provides psycholinguistic explanations on how learning can be enhanced via the interaction. Thus, using English in discussions are important to enhance English learning (Levy and Hubbard,2016). Online videos had active role in the learning process by facilitating and helping the students to improve their mental ability and capacity during discovery (Ghavifekr and Rosdy ,2015).

Communicative activities provide meaningful opportunities for the students to use the language with their teacher and with others in the real environment.

Furthermore, many researchers consider that creating authentic interactions could promote students' production and communication and help the process of English language learning. That is why, the constructivist theory identifies that knowledge is construct by students rather than conveyed and that argumentation encourages

negotiation and collaboration among students (Vygotsky, 1978). That is, a constructivism theory suggests the idea that learning can be through increasing students' interaction in the real learning environment. Therefore, Online videos provide the opportunities for teachers to find new ways of supportive learning in authentic situations. Its unique attribute enables schools and universities to get educational objectives (Zhang, 2013).

Ary et al (2018) showed that English language learning and communication could be enhanced by real interactions. Furthermore, learners need a chance to apply their English inside and outside the classroom to improve learners' English language skills.

The current study was conducted during six weeks, so I did not predict that the Iraqi EFL students would be able to use English with confidence but this study was the main step to encourage use suitable supplementary tools and that provide the learners a chance to apply their English skills.

4.3.10 Advantages and Disadvantages

This theme aims to explore the benefits as well as challenges in using Online videos with the lessons. It emerged from the participants' answers to the following semi-structured question:

Interview Question 10: Can explain in brief the advantages and disadvantages of using Online videos as educational tools?

Recently, use of Technology, especially in the education field, has increased because the importance role of technology in developing the process of learning, especially in EFL classroom. The aim of any education is to develop learning

achievements(Rivers,2018). Online videos as technological programmes have advantages as well as disadvantages. The results of the current study reflected many benefits and at the same time disadvantages in the use of these technologies in education. Here, the researcher aims to explore and discuss the advantages and disadvantages of Online videos in the English language learning.

4.3.10.1 Theme: Advantages

The integration of Online videos with lessons has several advantages, especially in EFL classroom. It is used to enhance the English language learning and to develop the learning experience. The students' views were considerably encouraging which supported the idea that students can develop their English skills with the help of Online videos. These advantages cover various pedagogical aspects as follows:

4.3.10.1.1 Increase Interactions:

During learners' response to the first part of the question, they gave a clear description on how their interaction increased with using Online videos in the class as following:

Informant 8: "Online videos offered us chances to interact and communicate with our teacher and with other learners .So, our English was developed."

Informant 9: "Using Online videos assisted us to apply the English language particularly when we interacted during discussions with our teacher and other students after exposing videos."

Informant 12: Integrating Online videos with our lesson increased our ability to learn English as these tools enabled us to discuss and share our ideas with a teacher and other students"

Informant 15: "In fact ,Online videos are amazing and very useful technological tools assisted us in learning English skills as It helped us to apply our English skills in the class. "

One of the most significant factors leads to a successful EFL learning is the students' interaction. With using Online videos, students would be able to interact with their teacher and with other students in the class. therefore, the learning process can take place during EFL students' communication. These tools can help students to use their English skills by facilitating a real learning environment. Having potential to enable students to interact effectively which might be difficult to occur in the tradition class. Similarly, June et al.(2014) indicate that that using video as one types of Online videos leads to changes in the student's behaviour ,especially their interactive behaviour. Students have a greater tendency to interact with their teacher as well as with other students while using Online videos with lessons. In addition, these tools provide chances for students to interact with their teacher and with other students in the class reflecting their though and ideas. (Warburton, 2009).

Online videos allow learners to see the real life of a target language, to listen to English native speakers and to practice English while the lesson. Most participants mentioned that Online videos gave them a chance to interact with each other as well as their teacher. Thus, Online videos assisted EFL Iraqi students to discuss with each other such as doing in a real life environment but without any fear and anxiety. According to students' answers, communication skills (i.e., written and spoken skills) had been developed as a result of their interaction in EFL class. That is why Online videos were considered as useful tools in English learning.

Thence, English learning with integrating of Online videos leads to successful outcomes. Online videos help learners to apply their English while the lessons. In particular, Online videos can assist them to practice their English in real situations. However, they cannot do that in a former traditional learning environment.

4.3.10.1.2 Enhance students' Confidence:

Students also gave a clear description on how their confidence increased with using Online videos in the class as following:

Informant 1: "Before using video in the class, I was shy and hesitant but with using video during English lessons I obtained a lot of chances enable me to be more confident. Therefore, Online videos helped me vastly by promoting my confidence in using English".

Informant 8: "Of course, these educational tools improved our English skills. With Online videos, we became confident in our English. We learnt new things and that was not so before. Now we can use our English with confidence"

Informant 15: "I was very much confident while using video with lessons. This tool helped me to use English more confidently in a real environment. This was not available in a traditional class"

Informant 17: "I was much confident while learning English skills with the help of Online videos... I had some ideas, views and.... new skills when I was discussing in a group about different topics. So, I has gained a lot of knowledge. "

Using Online videos with lessons has a significant role in improving the confidence of students in their using the English language. That is, EFL students interact with others in the real environment which allows them to construct their comprehension and meaning (Pan & Pan,2016). The researcher concludes after observation, the confidence of Iraqi students in their using English was positive. Their confidence grew progressively with the passage of time; The confidence of majority Iraqi students in using English was promoted vastly compared to previous traditional classes. The

students appear more confidence in speaking English with the teacher as well as their learners whenever the teacher used video with lessons. However, Iraqi students do not dare to make risk by speaking English in traditional classes.

In fact, confidence comes to students when they know what they are going to do will benefit them in achieving their goals for which they have joined the institution. The situation in the class became entirely different and much encouragement for the use of Online videos in English classes as students were willing to take part in the tasks quite eagerly and willingly. *Informant 1* claimed that he was "shy and hesitant " but using these technologies assist him to be confident to learn English and improve his English performance. To *Informant 8*, using of Online videos enable students to learn lot of "new things that was not before. Now we are use English with confidence". Similarly, the views of the informant-15 were not less encouraging than those of the informant-8. He said that they were "very much confident while using video with lessons " because Online videos enabled them to practice their English in "a real environment" and that was not in a previous conventional class. Similarly ,the last response by *Informant 17* the same positive views towards the use of Online videos for learning English skills stating that students "were confident while learning English skills with the help of Online videos" as they had "ideas, views and new skills" when they "were discussing in a group about different topics". He summed up his answer saying that they had "gained a lot of knowledge". Siddique (2017) showed that the students' motivation depends on the confidence in their ability to learn but at the same time it can also not be denied that the students' ability also depends upon the learning environment and the tools which are used to teach them. This was evident by the findings of the interviews that students did not perform well as they did after the

integration of Online videos. Their capability to learn was enhanced by using Online videos and hence their confidence was also enhanced. This, in its turn, helped the Iraqi students learn English more effectively. Therefore, being similar to the findings of the study, it has become evident regarding the present study that it was because the learning conditions provided by modern technology enhanced students' engagement and they became confident and autonomous learners, it is directly in line with the research (Squire, 2008).

I believe that if the Iraqi EFL students were given a further opportunity to practice their English, this will improve their confidence.

One advantage of learning in a real learning environment is that EFL students seem to be less confused and worry, when they communicate using their English with others. Thus, when the study was finished, it was good to find that the majority of students were confident using English in communication even in communicating with longer sentences.

Some students gave descriptive situations on their prior confusion and worry theme as follow:

Informant 2: "I was worry when I spoke English. I feel shy while speaking English because I think I had a weak English competence as I did not get a chance to speak English in the traditional class or outside."

According to Liu & Cheng (2014), English learning in a real environment also plays a main role in developing students' motivation and it assists them to decrease their fear

and worry levels to a minimum. In the traditional class, Iraqi EFL students have suffered from being worry and shy to speak English. Fortunately, video helps students reduce their anxiety. One of the features of this tool is that learners can be anonymous (Quintana and Fernández, 2015). This is useful, especially for some learners who are shy and worry to speak English in and out their class. Thus, many of the students specifically mentioned that the new learning environment had an important role in producing the best achievements.

4.3.10.1.3 Increase students' creativity

The views of participants toward Online videos as sources to improve their creativity include:

Informant 3: "Online videos were great ways to enrich my creativity as these tools increased my motivation. Therefore, I performed well and was able to remember more."

Informant 5: "Watching films was an effective way to fire our imaginations in the lesson".

The students' comments showed that the majority of them welcomed the idea relating to the use of Online videos in their lessons. When Online videos are integrated into lessons, these technologies will support the students' creativity in the class. Burke & Smith (2016) show that the use of technological tools, for example, video leads students to be more uninspiring improving their creativity. Creativity is significant in the class and in the English language teaching as it is a key part of the improvement of the students making them more creative with the target language. Students found that Online videos are supportive means to enrich their creativity. For instance, *Informant 3* indicated that students will be able to remember a previous information when this information is exposed by using Online videos. In a similar way, *Informant 5* indicated

that Online videos support their imaginations. To him, watching films helped them *"to fire our imaginations in the lesson"*.

In this regarding, I agree and support with Linley (2016) who asserts that Online videos are important to be integrated with lessons to help students in understanding and creating ideas compared to the use of the conventional classroom. Similarly, Takac (2018) who states that the integration of technologies, for example, video enables teachers to transport their learners out of the most boring environments to imagine and create ideas.

4.3.10.2 Theme: Disadvantage:

It is difficult to find anything has perfectly useful and has no disadvantages. That is, there are some disadvantages which are related to the most useful things in the world. So, There are several drawbacks in the use of video. These disadvantages or difficulties have been gathered from participants' reviews in literature, a current study's observation, and interviews of participants. Difficulties encountered by the students were voiced in the following aspects:

4.3.10.2.1 The challenge of understanding language and content

Some students complained that they faced difficulties in understanding the videos' content and language. This theme includes the following aspects:

1. Linguistic incompetence

One of the students attributed their low ability to understand high challenging videos to their lack of English proficiency :

Informant 12: *"The materials didn't suit my language proficiency "*

Other students were lacking in language proficiency to deal with some of the highly challenging materials. Two students illustrated as follows:

Informant 13: *Sometimes I feel it is not difficult to comprehend the video's content; Sometimes it was really hard to get the meaning if without using subtitles, even using subtitles cannot help, like when idioms were too often appearing.*

Informant 18: *"The speakers sometimes speak too fast and some of the speakers' accents take time to be comprehended. Therefore, we might need at least twice times of playing to obtain the general meaning of the speakers' talk."*

2. Inappropriate content of Online videos

Inappropriate content of these materials is another challenge or distracter. Alghreimil (2017) discussed the possibility of the unsuitable content of online videos can distract students. This may distract the students by diverting them from their educational objectives. This problem can only be resolved by the willing of students to improve their English on YouTube. Educators must pay attention to many distracters that students face during integrating Online videos with their lessons. The great variety of possible activities of Online videos can be one of the challenges of using Online videos as educational tools (Bajrami and Ismaili, 2016). These technologies can be a source of students' distraction. The following are the responses of participant interviews:

Informant 1: *There were inappropriate effects accompany the use of video such as a too much information in the content of the video. Therefore, we did not pay attention and lose our focus"*

Informant 3: *" Videos contained too much information distracted me"*

Informant 16: *"we might be going during unsavory contents in YouTube as such sites might attract us as young students "*

From the comments above, informants showed that these aids may be more distracting, for instance, Informant 1 complained that unsuitable effects such as lights of the screen or containing too much information caused of losing the students' attention and their focus. Similarly, Informant 3 indicated that Online videos such as video contained "Too much information" led to distract and lose the attention of students. However, the last response was given by the Informant 16 claimed that "unsavory contents in YouTube" caused the students' distraction. Thus, these technologies can be more distracting.

3. The low video quality

Some comments of students attributed the incomprehension of videos to the poor quality of videos (i.e., low visual and audio quality of videos) included:

Informants 10: "The materials' quality is not good enough."

Informant 9: "Sometimes we were unsatisfied with the quality of some videos my teacher used and it was distracting our attention."

4. Insufficient exposure to authentic materials

An adequate amount of language input is the main basis for intake and language achievement. Online videos provide a rather different discourse from that presented in the textbook. This was recognized by students arguing that more chances for learning English during Online videos were supposed to be provided. The following comment from one of the students gave a descriptive phase on the insufficient exposure to authentic Online videos included :

Informant 1: "I think another significant reason is that my teacher did not use Online videos with lessons at all."

Informant 14: "I hope to watch more videos and learn some real knowledge. And these opportunities were rare because time is limited".

The insufficient exposure to authentic Online videos would still make natural spoken discourse a rare kind for Iraqi students. According to Ciccone (as cited in Lin,2016), the difficulty encountered by students can be attributed to their unfamiliarity with authentic input’.

4.3.10.2.2 Technical problems and technical failure

There were other barriers in using video as one of Online videos. These barriers can be represented under terms of "Technical issues" such as unclear voice and a slow internet service. Comments from informants which gave descriptive phrases on the disadvantages theme included:

Informant 5:" We had problems with using Online videos such as missing sounds of videos and a slow or unavailable internet service."

Informant 6:" Internet was not available all the time."

Informant 8:" We faced some technological problems such as loss of the internet connection."

Informant 11:" Sometimes the sound of video was unclear and at certain moments it is completely missed. "

Informant 16: "The slow Internet connection was the main problem which I faced during using video with lessons."

Informant 12: "In fact, there were some technical problems such as unclear voice. "

Informant 18: "Yes, the slow connection of Internet as well as its repeatedly shortfall were our problems with the integration of Online videos in the class ."

In this context, the Informant -5 emphasized the idea that the essential challenge to using Online videos is associated with the sounds of videos can be" *missing*" and the slow or lacking the "*internet connection*". However, the Informant -6 complained that

the internet is not " *available all the time*". Similarly, informant -8 indicated that difficulty in using Online videos related to " *loss of the internet connection*". Technical problems are essential drawbacks in using Online videos. A high speed in Internet connection is required in using Online videos. Moreover, downloads of Online videos take up a big space on the hard drive because some videos takes a high volume of download files (Macwan,2015). Generally, video needs a high and steady connection of Internet. However, Iraq suffers from a slow Internet service in most of its parts. This technical problem makes it hard for Iraqi EFL learners to complete their English learning.

In sum, there is no perfect technological tool .Anything in this world has benefits as well as has weaknesses. Online videos have drawbacks too, essentially concerning the need to high and steady internet service .These barriers might decrease online learning experience for Iraqi EFL learners. These challenges as noted by Iraqi EFL students do present difficulties towards the integration of Online videos in the English class. However, it is connected to look at the advantages and disadvantages of Online videos and evaluate the considerations to use it afterward.

They also mentioned that using English in real situations was an effective way to promote their English. Thus, They were more motivated to learn English by the use of Online videos than traditional teaching methods. There are also other problem students face during using Online videos associating with the charging during electricity breakdown:

Informant 2: "Charging of our laptops is a critical problem"

Informant 4: "we face a difficulty in charging"

The participants indicated that they are unable to recharge their mobiles or laptops' batteries by which Online videos are exposed, because of the general condition of the shortage of electricity prevalent in Iraq. The Informant-2 complained about "*Charging of our laptops*" which posed "*critical problem*". The Informant-4 summed up the disadvantage saying "*we face a difficulty in charging*" laptops or mobiles by which Online videos are exposed. Thus, students faced the battery problem that may be due to the electricity shortfall in their respective areas of residence. The electricity breakdown is a very common phenomenon in Iraq. This problem is not related to Online videos per se. That is, even drawbacks mentioned were not the ones purely related to Online videos rather the charging problem during electricity breakdown is a separate problem having nothing to do with Online videos.

Generally, advantages and disadvantages theme is related to the third research question which aims to explore the benefits and challenges the students face via using these technologies.

4.4 Summary of Findings

This study aimed to examine the use of Online videos into the EFL classroom to develop the Iraqi students' English language skills. In an attempt to answer the questions one, I wanted to explore the perceptions of students towards using Online videos in learning the English language skills.

In an attempt to answer the second question, the findings reflect that the majority of

the students perceived the use of online videos positively. They were interested to use online videos, and they felt that the content of the videos was helpful. Using online videos increased the students' engagement, communication and collaboration.

For answering the third question of this study, the researcher discussed the challenges of the use of Online videos in the class. The summary of the main findings are indicated in the following table:

Table (4.4)
Emerging Themes from Participants' Answers:

Questions Asked	Themes	Research Question Answered
1. What are the differences between the traditional class and AVA's class ?	1.Learning activities	Q1
1. Do you think using Online videos in the language classroom can help you to understand the new lesson ? How	2.Comprehension	Q1
2. Do you think that using Online videos can help you to participate in the class?	3.Participation	Q1
3. Was learning English skills with using Online videos interesting for students? How?	4.Interesting	Q1
4. Do you think that using Online videos has helped you to improve your English skills?	5.Improvement	Q1
5. How Online videos motivated you to learn English skills? How?	6.Motivation	Q2
6. Did Online videos engage students in learning tasks? How?	7.Engagement	Q2

- | | | |
|--|----------------------------------|----|
| 7. Explain how collaborative activities like the interaction with your teacher as well as activities with other students, will improve your English learning during using Online Videos? | 8. Collaborative | Q2 |
| 8. How using Online videos related to the topic of lesson helped in developing your communication skills? | 9. Communication | Q2 |
| 9. Can explain in brief the advantages and disadvantages of using Online videos as educational tools for learning English skills? | 10. Advantages and disadvantages | Q2 |
-

In responding to research question 1, Iraqi EFL students had a positive view of the use of Online videos in the classroom. According to the students' opinions, Online videos helped them to use their English skills and increased their motivation to learn English. Therefore, most students emphasized that Online videos were useful. Secondly, students were able to interact with other learners and their teachers during using Online videos in the EFL classes. This assisted students to develop their English language proficiency and enhance their confidence. Thirdly, the majority of students mentioned that Online videos were very successful ways to use their English language skills.

The main results of the current study indicate that using Online videos can reduce learners' anxiety, and make the process of English learning more fascinating. These technologies have the potential to assist students in developing their English skills. In addition, Online videos enable students in applying their English freely. From the classroom observation, students developed their communicative skills as Online videos enable them to communicate effectively in the real learning environment. According to observation notes, most learners became more engaged, interacted, motivated, and interested in the classes where teachers use Online videos. Online

videos make the students able to learn than traditional materials like chalk, board, paper, and pen. Online videos offer opportunities for EFL teachers who aim to discover new ways of supporting English learning. Furthermore, using these tools provides students with opportunities to interact, collaborate, and communicate with others, and provides a real learning environment. This new learning environment is helpful to teachers because it provides Iraqi students with an appropriate learning environment for learning and collaborating. Integrating Online videos with lessons presents students with a communicative experience. Engaging students in the content of lessons can facilitate a learning task and thus develops learning outcomes.

According to participants' answers in field notes and semi-structured interviews, Online videos provided opportunities to learn and practice English. Furthermore, these devices assist students to learn English by saving their time and energy. Thus, the findings showed the positive effect of using Online videos on the motivation of Iraqi EFL students. In addition, this study reflected that Iraqi students did have a positive attitude towards the integration of these technological tools for improving their English language skills. All participants viewed the new pedagogical tools as supplementary teaching methods for learning English positively as it created a real environment. It offered them meaningful opportunities to practice their language and reflect their own thoughts and opinions during the discussion with others in the lessons topics. Overall, it provided a distinct learning experience. It made students eager to learn and enjoy the learning activities compared to the previous traditional way.

In responding to research question 2, using Online videos encouraged students to learn and to make the process of learning easier and more interesting. According to the

findings of this study, Online videos are the best devices to get effective learning and teaching the language. They also pointed out that Online videos are good devices to promote student-centered teaching in English language learning. The learning environment has altered after using Online videos in the class. Students become a centre of activities.

According to students' response to learning sheets and interviews questions, they stated that a teacher is a center of activities in a traditional class. This is not a successful method for teaching and learning English. It affects negatively on learners' English proficiency. This can get a learning environment to be boring for students. For Iraqi EFL students, they remain un active elements in a conventional class. They don't learn to collaborate with their teacher and other students. Undoubtedly, students will have many difficulties with the process of English learning. Therefore, integrating new technology such as Online videos is one of the solutions for this problem, Online videos can help students making language learning more interesting and meaningful. Online videos provide a more student-centered approach whereby students have the self-sufficiency to conduct their own learning process. In this case, the Iraqi students supposed that these tools will help their mission for effective language learning in the future. These tools provided them with the opportunity to discuss and express their opinions and thoughts in the EFL class. Thus, the finding of the current study showed that Online videos enabled students to learn in a real situation that is not available in the former conventional classroom.

Another finding of the study was that learners felt more comfortable with expressing their own thoughts and opinions in each topic exposed in lessons. This can increase

students' confidence. As mentioned in previous studies, using Online videos has specific objectives in the English language teaching such as motivating learners and creating setting to certain contents. With creating a real communicative environment, students feel more motivated to learn the English language and make it understandable and contextualized most students had a positive attitude towards using Online videos. That is, online video perceived the students' acceptance in terms of ease of use and usefulness. Online videos can bring the native speakers' real life into students' learning environment. Online videos also increase students' comprehension, interaction, confidence, and creativity. These tools have great potential to support the language learning process. From the students' views, Online videos are deemed to be appropriate and should be implemented by instructors in Iraq. On other hands, there were difficulties faced by the students in the use of Online videos in learning English skills. Acknowledging that the target audience of authentic videos was English native speakers, language difficulty was perceived as the main obstacle for students, which is also considered a challenge for teachers' lesson preparation work. Iraqi EFL students indicated that they faced difficulties in understanding the videos' content and language. Their teacher was unable to recharge a battery of laptops as the general condition of the shortage of electricity is prevalent in Iraq. Also, Iraqi students faced some technical problems such as a slow internet connection and unclear voice of videos.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the conclusion of this study. Chapter one shows the Iraqi students' problem in English language learning. The aims, the research questions and the significance of the study are also included. Chapter two, involves reviews of the previous studies which focused on the effects of technology in developing the students' English learning; educational technology and the theories of language learning. However, the methodology of the study is introduced in chapter three. Chapter four indicates the findings and discussion of the data analysis. Finally, this chapter presents the interpretation of the results in relation to the reviewed literature and makes recommendations for further researches and how the findings will be disseminated. It then followed by discussion and recommendations for future research.

The first research question concerns the attitudes of students towards using Online videos as supplemental materials in the classroom. The second research question aims to show how Online videos promote the process of English language learning for the Iraqi students. The third research question explores the benefits and challenges which Iraqi students face while using Online videos in the class. The conclusion consists of several suggestions for making the use of instructional technology in Iraqi academic institutions.

5.1 Interpretation of Findings

English has a significant role in this world; Its role has become pertinent, and in many cases, it is the language of transactions. The English language has proven itself as the most widespread language and an international language in this world (Pennycook, 2017).

The aim of this research is to show how Online videos help Iraqi EFL students to practice their English skills.. In addition, achieving the main learning purpose by interactivity, engagements, collaborative learning, and creation of an idea that has been a big challenge to the education system. In this context, technology provides exceptional learning and teaching chances to fulfill the educational aims for teachers and students. Online videos, for example, provide users with opportunities to interact and create a real environment that is suitable for their needs.

This section covers the interpretations of the findings including conclusions addressing the research questions posted. The findings of this study are substantiated by the data collected. The findings collected from my observations and students' responses in the interviews indicate that online videos could be used for instructional purposes for improving their English language skills.

Before using Online videos, most of the Iraqi learners had many problems with conventional teaching methods. During interviews, they indicated these problems and expressing their willingness to use new technological tools in learning English instead of continuing in using old, boring and difficult traditional teaching methods. With using conventional ways in teaching English, students could not able to learn English

effectively and were unable to comprehend subject content and grammar that the teacher introduces to them in the traditional class. Using traditional teaching methods seem to be unattractive to students. Thus, students have prior negative attitudes toward traditional ways to learn English. The results of this study are further discussed concluded based on the three research questions as follows:

5.1.1 Research Question 1:

From the findings of the interviews, it was noted that the majority of Iraqi learners have a positive opinion about the use of Online videos as supplementary means to traditional ways of teaching. Iraqi students need new educational tools to raise their English level. Utilizing Online videos provides students with opportunities to practice their English in real situations. According to students' comments, Online videos gave students chances to discuss and interact with their teacher and their classmates in the class. In addition, Online videos provide students with opportunities to be a center of all learning activities in the class. Simultaneously, these tools enable them to have the self-sufficiency for learning the target language.

This theme was supported by the study conducted by Imane (2017) who asserted that students became more independent, active, dynamic collaborative, participative and interactive by using Online videos in lessons. According to Iraqi EFL students' comments, Online videos would assist them to learn the target language effectively in the future. Online videos provided students with the chance to interact, discuss and reveal their own ideas about topics of lessons. With these technological tools, students became more comfortable compared to a traditional learning environment. Similarly, Shabiralyan et al (2015) showed that using Online videos

encouraged students to learn and to make the process of learning easier and more interesting. According to those researchers, Online videos are the best devices to get effective learning and teaching the language. They also pointed out that Online videos are good devices to promote student-centered teaching in English language learning. The learning environment has altered after using Online videos in the class. Students become a centre of activities.

However, a teacher is a centre of activities in a traditional class. This is not a successful teaching method and affects negatively on learners' English proficiency. This can get a learning environment to be boring for students. Students remain un active elements in a conventional class. They don't learn to collaborate with their teacher and other students. Undoubtedly ,students will have many difficulties with English skills. Therefore, integrating new technology such as Online videos is one of the solutions for this problem ,since Online videos can help students making language learning more interesting and meaningful. Online videos provide a more student centred approach whereby students have the self-sufficiency to conduct their own learning process. In this case, the Iraqi students supposed that these tools will help their mission for effective language learning in the future. These tools provided them with the opportunity to discuss and express their opinions and thoughts in EFL class. Thus, Online videos enable student to learn in a real situation that is not available in the former conventional classroom.

Another finding of the study was that learners felt more comfortable with expressing their own thoughts and opinions in each topic exposed in lessons. This can increase

students' confidence. As mentioned in previous studies, using Online videos has specific objectives in the English language teaching such as motivating learners and creating setting to certain contents. With creating a real communicative environment, students feel more motivated to learn the English language and make it understandable and contextualized (John, 2018; Nelson, 2016; Nuraeni, 2018; Muslem et al., 2017). Most Iraqi students' comments in the interviews reflect their positive attitudes toward the use of Online videos in the class and hoped that Iraqi educational institutions would use Online videos for instructional objectives.

These data were supported by the findings of the study conducted by Al Mamun (2014) who asserted that using Online videos affected positively the effectiveness of the student learning experience. Learners would improve their English level when they learn English in a real environment. According to Al Mamun's Findings, using Online videos in lessons was helpful and relevant when it has some association to the content of the course. In sum, Online videos give a proof that the technology is user-friendly.

The findings of this study indicated that students can learn better if the material is fun that can best be provided by Online videos. Furthermore, these technologies were great fun elements in the English language classroom. These tools provided such teaching and learning conditions which are not the very part of traditional classrooms. Hence these findings corroborate with the findings of the research (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Ramirez, 2012).

5.1.2 Research Question 2

The findings reflect the perceived usefulness and ease of use of online videos as supplemental tools for English learning.

The findings in CHAPTER FOUR have conspicuously revealed that using Online videos helped students practice their English as compared to the conventional methods. Thus, these findings were in line with the following research (Al-Khayyat,2016; Jassim& Dzakiria,2018;Mathew et al.,2013) which indicated the use of Online videos is helpful in addressing the issue of English skills.

According to Keller (2016. p.1) “technology infusions into learning environments have grown exponentially”, that is why, Online videos as the present-day technologies were motivational devices to support learners in getting their aims. Hence, the current study is in line with the following research conducted in this connection (Abas, 2015; Dzakiria et al., 2006; Hussin et al., 2016; Psillos & Paraskevas, 2017) that asserted a significant role of modern technology in the modern-day students' motivation to obtain their goals . On other hands, the students' failure in developing their English skills before using Online videos was because of using traditional teaching methods. In other words, traditional methods were unsuccessful to motivate students to practice their English skills.

The students' engagement is also one of the main elements for the success of the process English language learning. Increasing the students' engagement with learning activities affects positively on their learning outcomes .That is, the engagement of students can get a successful learning environment. It is related to the attendance of students for achieving better learning . Learners who are more engaged in the classroom activities obtain more positive information. Technology can play a significant role to engage the learners in a class.

According to the TAM model discussed in Chapter 2, the usefulness and effortlessness of using novel technological tools have an important influence on the students' attitudes towards using a new technology. According to the results, the Iraqi learners felt that Online videos were easy to use. Nagy (2018) indicates that all students had very positive views toward using video in the class. In addition, Nagy emphasizes that video was not difficult to use.

With using these tools, students participate in interactive learning processes and discussions with their teacher and with other students. Thus, students' engagement can be promoted with assisting Online videos. In this perspective, the findings of this study supported previous studies asserting that using of Online videos is a successful teaching method for engaging students in the class.

As shown in the theme of communication in Chapter 4, Online videos have the potentials for promoting English language learning during interaction and exploration such as adopting new methods of such as Online videos. In other words, integrating these technological tools can help students to practice their English through a discussion, collaboration, and interaction with others without any shyness compared to traditional learning ways. In this regard, Online videos offer the opportunity to practice English in real situations. That is why Online videos have a significant role in improving students' learning achievements. Parreño Garzón (2013) supported the theme of communication when he asserted that Online videos can assist learners by providing them with opportunities to use their English in authentic and purposeful situations. The optimism is that Online videos can assist students in improving and

mastering the English language. In this context, The Iraqi students reflected that their English had been promoted via their interaction in discussions with their teacher and other classmates in a real and collaborative learning environment.

Girvan Kirkwood and Price (2014) studied the perceived educational learning values of using Online videos. According to Kirkwood and Price, constructivism as a pedagogy that could affect positively on the process of learning. The participants' views reflected the significant role of Online videos in creating a collaborative learning environment in the class. Girvan Kirkwood and Price concluded that Online videos created a successful interactive experience and increased the students' confidence (p.49). The findings of the current study indicated that before integrating Online videos there was limited resources and lacked collaboration among students who never shared their views as they did when they were taught with the help of Online videos.

Thus, these findings from the informant students were supported by Wazeema and Kareema (2017) claimed the former conventional classroom has always been teacher-centered where teacher is in charge of the whole learning process that leaves very little space for the students to discuss either with him or with their peers. Over and above, the findings are also supported by Marín García and Astruc (2012) indicated that Online videos provide students with opportunities to learn together in groups where students maximized their learning and that of their peers as collaborative learning happened in a teamwork scenario (Al Mamun, 2014). Therefore, students' performance was better with using Online videos, since they did not learn collaboratively together to complete the learning tasks in a traditional teaching method. Additionally, the current study is also in line with Nadji (2015) indicated that Online videos improve the

collaborative and team working skills and facilitating the process of learning English skills during practicing. Thence, all informants students in the current study agreed that Online videos assist to develop the quality of education.

The results of this study showed many benefits of using Online videos as educational tools. Including a rich interaction, participation in collaborative learning, increasing students' comprehension as well as creativity with high levels of engagement. Online videos also have a significant role in enhancing students' confidence. However, It is difficult to find anything has perfectly useful and has no disadvantages. That is, there are challenges students face during using Online videos such as the unsuitable YouTube's content, unclear sound, bad Internet service and other unexpected situations. The findings of this theme were confirmed by studies conducted by researchers (Agazio& Buckley, 2009; Al Mamun, 2014; Clifton Laskowski, 2012; Ibrahim, 2018; June, et al.,2014;Kamath et al,2016; Sari,2017) that indicated that Online videos have some advantages as well as disadvantages in terms of language learning such as lacking clear sounds of the Online videos. Therefore, It is not easy to get the meaning. English native speakers are found in videos' contents; students face difficulties to grasp their pronunciation. Furthermore, these studies mention that technical problems are another challenges which both the students and teacher face in using Online videos in the class.

5.2 Contribution of the Study.

The use of Online videos gave students a chance to use their English, benefiting from the language exposure they had. In addition, these tools enable the Iraqi EFL students

to understand the English language from real people in real life. Therefore, they are eager to learn the English language compared to the traditional teaching ways. According to students' comments in the interviews, all students felt that they obtained much development in their skills after conducting the experiment, since Online videos provided them with the opportunities to use their language without anxiety and fear compared to a former traditional class. These technologies offer more learning resources and more opportunities to allow students and teachers to communicate, collaborate and interact with one another

Using only textbooks proved to be not sufficient to create a positive teaching method as a teacher is a centre of all activities in the class. Therefore, students had no chances to practice their English. Students should be assisted by their teachers to participate their English in a real learning environment. Using of Online videos can help to create a beneficial change in the instructional system, and makes students more motivated to learn in the course. There are no fear and stress with using Online videos which motivate students to learn and improve their English level. This is stimulating to teachers and they should, in their turn, be willing to practice these technologies in their lessons. Online videos offer learning resources and chances for learners and teachers to interact, collaborate and communicate with each other in the class.

Therefore, the aim of learning in real situations is to create the best learning environment where students have a chance to use their English in the class. Online videos could represent a connecting bridge to solve the difficulties in learning the

English language skills for Iraqi students. The goals in English learning can be fulfilled with suitable and new educational tools.

As mentioned before, there are many ways that Online videos may develop the process of learning English language skills. Scholars in former studies in the literature review give evidence to that. Briefly, Online videos offer learners a real and interactive learning environment which is suitable to learn a language in an independent way. Evidently, this environment is not available in conventional teaching methods. A real and comfortable learning environment is considered one of the important factors that will improve the English learning abilities of Iraqi students. With an appropriate learning environment and suitable tasks, students will be more engaged in English learning.

In addition, other advantages of using of Online videos which are a practical and a theoretical one. The practical benefit is mainly for the Iraqi pedagogical field. Depended on the study findings, Iraqi students have a positive attitude towards using new technological tools with their lessons. Furthermore, other Iraqi universities can use this notion by integrating these tools for creating a real learning environment trying to engage their learners positively with lessons topics. As for the theoretical advantage, this study differs from other studies in that there is focused on the Iraqi EFL learners' views towards using Online videos in English learning examined to how these technologies improved learners' English skills and what advantages and disadvantages were experienced when the Iraqi students used Online videos.

The researcher in this study depended on observation, students' journal and interviews with students to collect the data. This study was conducted during qualitative research. However, the most previous studies focused on the effect of implementation Online videos on improving students' outcomes, or on benefits and challenges in Online videos etc. These studies were quantitative researches. The test was its main instrument used to collect the data.

On other hand, this study supports the notion that learning environment has an important role in providing students with opportunities to practice and improve their English learning ability. Students who are provided with a suitable learning environment and appropriate tasks will be more engaged in their process of language learning. The Online videos environment supports students' knowledge development via the creation of discussions with others that have meaning and significance in improving their English skills. Thus, the study's outcomes give deeper insights for other scholars to develop EFL learners' English language skills in the future. This study was able to shed light on the Iraqi EFL students' attitude towards using Online videos with lessons. It was able to investigate how Online videos help Iraqi students to practice their English skills and the benefits and difficulties that Iraqi students faced while using Online videos. According to the findings, Online videos can provide a real learning environment for students that have few chances to practice their English in or out the class.

In addition, the results showed that there are many advantages in using of Online videos as provided rich interaction, participation, collaborative learning, as well as high levels of students' engagement. Online videos have great abilities to facilitate English language learning. This study will be valuable, especially there are rare studies in Iraq concern on studying the role of Online videos as educational devices in the

English language learning. Iraq teachers, administrators and curriculum designers should focus on this weakness to enhance the process of English learning.

All Iraqi educational institutions should motivate teachers to improve their teaching and learning methods. New teaching ways must be explored, tested and regarded in looking for the most appropriate methods to teach and learn the language for Iraqi students so as to improve their English performance. The learners should be able to engage in the class positively. According to the findings, the vital side of this study is validity. It is imperative that Online videos be looked at because of its potentials. In this world, it is important for learning to incorporate technological tools in the learning environment.

5.3 Implication of the Study

The study aims to indicate the importance of introducing Online videos into traditional classrooms. The following implications showed the advantages of the use of Online videos in the education system to develop Iraqi EFL students' English skills.

1. Online videos offer fun and ubiquitous learning opportunities to the students. Similarly, these technologies offer students the opportunity to learn English skills in a student-centered environment where they themselves are the charge of the whole learning process.
2. Online videos have the potentials to activate the prior knowledge of student about the subject .In addition, Online videos support students to behave freely and talk to other students in the classroom confidently and semi-naturally. Thus, the enjoyable English lessons are created via using these technologies.

3. When EFL students are free from stress and fear, they will be more motivated and eager to learn English, especially they learn the foreign language in real situations. Therefore, may have a sense of being there. The findings of this study have reflected that Online videos help Iraqi EFL students to participate and interact with a teacher and other learners without stress and fear compared to a previous conventional class. This, in its turn, has helped Iraqi students to defeat their English difficulties.
4. Online videos are supplementary tools for traditional teaching ways. These tools provide Iraqi learners with a new experience that can assist them to comprehend new knowledge and to be independent learners by conducting particular learning activities.
5. The motivation of students is an important factor in the process of English language learning as it will guide their future actions. In the traditional classroom, EFL teachers' role is a source of the information. This causes a limited interaction between the teacher and students as well as students with each other. Therefore, instructors should attempt to use new approaches and methods in the language learning processes. Online videos motivate students to be more engaged with the learning activities.
6. Online videos promote students' confidence by providing them with a comfortable learning atmosphere. The learning environment will be free from anxiety and stress compared to a conventional classroom. Online videos enable students to participate and interact with others positively reflecting their thought and opinions with full confidence. Using Online videos gives the students an opportunity to use English as much as possible with their teacher and other students in and out of the class. This, in its turn, has an important role in building up students' confidence.

7. Online videos have the potentials to make students more engaged than traditional teaching methods. These technologies have the potential to make students busy in various learning tasks. This increases the students' engagement in more authentic tasks than traditional classrooms. Students have the chance to discover the environment and interact with their teacher and other learners in the class. This motivates students to practice their English by participating and interacting in discussions about a lesson topic .
8. Online videos have the potential to promote learning and build new information. According to constructivism theory, the new information can be constructed by students' participation, engagement, interaction and collaboration in authentic situations. Recently, educational Technology has a significant role in developing student's knowledge and promote their ability to learn English skills. Furthermore, Online videos can be exploited to make English learning more excited and attractive process for students. Therefore, the constructivist learning can be supported during using Online videos with lessons. With using Online videos, students are encouraged to interact and collaborate with other learners as well as with their teacher in a real environment. The learners' answers reflected that interacting with others can lead to a successful learning experience. In this study, the interaction of students increased because of using videos as one type of Online videos. Therefore ,the majority of them responded positively toward using Online videos with the lesson.
9. With using these tools, students may encounter technical problems such as unclear voice and a slow internet service. Therefore, it is important to let students know how to resolve these challenges. Teachers, in their turn, must take these drawbacks into consideration during using these technologies with lessons. In other words, implementing Online videos at the educational field is not an easy task as many of

the challenges mentioned above must be taken in consideration when educational institutions intend to integrate Online videos successfully. Thus, educational institutions need to systematically develop the awareness of educational technology and also provide financial and administrator support to Online videos usage.

5.3.1 Implications for principals

The findings showed that students believed Online videos enabled them to have more opportunities to practice their English skills in the classroom; therefore, the principals should encourage teachers to use more Online videos in their teaching. Kafyulilo, Fisser, and Voogt (2016) figured out that teachers did not use technology when there was lack of support from educational management. Therefore, principals or university administrators should encourage teachers to use technology both inside and outside the classroom. For example, university administrators can reward teachers when they initiate to use Online videos for their teaching. Besides, Hur, Shannon, and Wolf (2016) found that teacher's confidence in using Online videos was correlated with their actual use of technology for teaching; therefore, the principal could organize workshops for teachers about how to use technology so that they could upgrade their technological skills and become more confident in using digital technology.

5.4 Recommendations:

This section comprises recommendations for students and educators based on the findings from participant observations, students' journal and interviews conducted during this qualitative study. Recommendations for further research are also included.

5.4.1 Recommendations for Teachers and Students :

Schmidt and Strasser (2018) showed that technology creates and changes the education system by bringing new opportunities to students to participate in various learning activities. On other hands, traditional ways for teaching are becoming inappropriate unless it takes into consideration the technological and conceptual changes of the society (Bowen, 2018). Thus, it has become more comfortable for learners to learn through using technological aids such as Online videos rather than sitting and learning in conventional ones. This gives an evidence that with the progression of technology, English language learning is made possible wherever, and whenever.

In this study, the analysis of data offered the researcher with a chance to give EFL students proposed recommendations to use the Online videos for English learning. With using the collected data from observation and interviews with learners, the following recommendations could lead to success.

For teachers, the following recommendations could be used:

1. Select the appropriate level of videos. As shown in the study's results, using video with various accents and fast speech could be a 'disaster' in confusing students when they were trying to understand the video's content, even when the text was played three times. In English learning, the purpose of the use of video is for enhancing students' language performance. Therefore, choosing a suitable level for the students' ability could be helpful for them.
2. Use Online videos frequently during instructional development, particularly when it is necessary to be included in the course;

3. Varying the kinds of videos. This, in its turn, is due to students' entertainment and attractiveness directly brought into the classroom.
4. Choosing attractive videos of currency and relevance;
5. Strengthening the connection between videos and textbook content;
6. Change the role from teachers who dominate the class into educators whose role is to help, guide and support the students to acquire language;
7. Prepare a plan for each lesson before conducting the Online videos' courses;
8. Make use the attractive real environment which is created by using Online videos to encourage students to communicate with their teacher and with each other;
9. Encourage students to participate in discussions to promote their self-confidence and their English skills ; and
10. Participate in groups related to using new educational technology tools for language learning. This will enable teachers to recognize how to engage their students with advanced technology.

The findings of this study have the capacity to strengthen the Iraqi educational system by promoting the use of Online videos to enhance the English language learning. It will also support the Iraqi Ministry of Education initiatives to improve the general mastery of the English language among her citizens and prepare Iraqi younger generation to play better roles in the current society and contribute to developing the country in the future.

Educators, administrators and curriculum developers have the responsibility to improve English teaching and learning process in Iraq. New approaches and methods must be discovered, tested and considered in the search of the most suitable approaches to teach English to Iraqi EFL students to meet the requirements of the modern age and be able to engage fully and positively in the international communities.

For students, the following recommendations could be used:

1. They should support themselves to promote their learning skills and become autonomous learners;
2. They should take into account the benefit of using Online videos as possible to build up self-confidence and discover more aspects of using a language;
3. They should believe that their English cannot developed without practicing it. Therefore, they should be use their English during their interaction with other learners as well as their teachers.

5.4.2 Recommendations for Textbook Writers and Curriculum Designers

The recommendations can be useful for designing curriculum and writing textbooks for students. The curriculum designers should incorporate some sections in which students could use Online videos to complete their activities. This can encourage students to use Online videos as supplementary materials relating to the textbook .Therefore, students could engage with their learning activities outside class during using Online videos. These kinds of materials could enable students to develop their

learner autonomy. Moreover, students could interact with the content of these technologies.

5.4.3 Recommendations for Further Research

This qualitative study used three research questions to examine

- 1) EFL students' attitudes towards using Online videos as supplemental materials to practice their English skills.
- 2) How Online videos promote the English language skills for EFL students and
- 3) The benefits and challenges that Iraqi EFL students face during using Online videos as supplemental materials with their lessons.

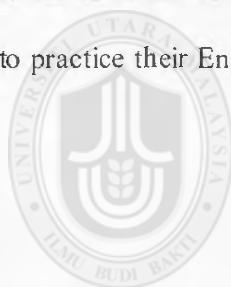
The researcher introduces the following recommendations for further research relating to using of Online videos to teach English:

1. Examine which of AVA tools available to provide the best transfer of educational content for EFL learner understanding and stimulation;
2. Making a comparative study between the efficiency of Online videos and other new teaching techniques in developing students' speaking and writing performance at the various levels of study.
3. Another study could be done to investigate the impact of Online videos on the students' recognition and production skills.
4. The findings of this study indicate a positive perspective of Iraqi EFL students toward using Online videos in a language learning, so, further studies relating to Online videos from researchers in other areas besides language education;

5. The views of EFL teachers should also be an interesting realm of study related to the integration of Online videos with lessons as new ways for English teaching;
6. Finally, further research must focus on technical problems that occur with all technologies affecting on EFL students' achievements.

5.5 Conclusion

This study has stated using of Online videos appear more effective in comparison with the traditional methods of teaching. The results of this study had supported the preceding studies. The study has reflected the effect of Online videos in learning English. The collected data have indicated that EFL learners have positive perceptions toward the use of Online videos with their lessons because these technologies can help students to practice their English skills. Language learning is an intricate and difficult process.



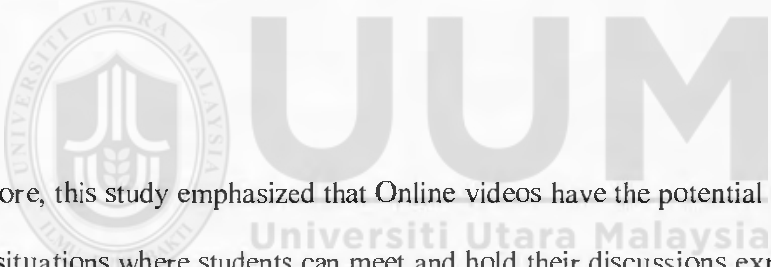
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Using traditional teaching methods is insufficient to improve English skills for EFL students. Pedagogues and psychologists like Papert, Paiget, Dewey, Vygotsky give us some suggestions can solve the education problems by creating a new learning environment, and using new technologies as alternative methods for improving learners' achievements.

This study has presented Online videos as pedagogical tools to practice English skills for Iraqi learners. The findings of this study have revealed that Online videos as supplementary tools have the significant role in English learning for the Iraq EFL students. It was a valuable thing for me as an observer and researcher to distinguish

that this study could develop the Iraqi students' English abilities. Their positive view of learning English is supported well I would whole heartedly support them to control English language in the future.

The Iraqi EFL students' positive views toward using Online videos as complementary tools. For the English language, Online videos are important variables that inspired and promoted students' learning effort and accounted for their successful outcomes. This positive perception is really noteworthy. It was a valuable thing for me as an observer and researcher to recognize that my research study could develop the Iraqi EFL students' English skills.



Furthermore, this study emphasized that Online videos have the potential to create real learning situations where students can meet and hold their discussions expressing their own views about any exposed topic, giving the student a sense that they are there (i.e., in a real environment). In this context, Online videos support constructivism theory among its students during participation, discussion, and collaboration. The use of Online videos has enhanced learners' collaborative learning by creating chances for interaction among participants. The Internet also has offered shared space for individuals to communicate with others using their English. Thus, learners' engagement with video content in the class can be improved utilizing interactions within real conditions. Improving learners' communication in English plays an important role in developing learner's overall English language skills. These technologies encourage students to

interact with teachers and other students via avatars in the environment. They provide students with an enjoyable experience.

Furthermore, they can foster synchronous interaction with educator and other EFL learners. They provide an effective learning environment for EFL learners beyond the traditional learning environment.

These tools enable them to communicate and interact with their teacher and other learners in a real environment. In addition, students can have new learning experiences that may be difficult to be available in traditional classrooms. It can foster synchronous interaction with educator, other students. Online videos offer an effective learning environment for EFL learners beyond the traditional learning environment.

On other hands, the challenges that EFL students faced via using Online videos in learning English are summarized as technical issues, bad sound ,bad Internet service and distractions. Finally, the findings of this study indicate educational institutions should seriously consider Online videos as pedagogical tools to enable Iraq students to practice their English skills in or out the classroom. EFL teachers must utilize Online videos more in their teaching to supplement traditional learning.

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Appendix (1) A Formal Letter from University Utara Malaysia to Iraqi Embassy



AWANG HAD SALLEH
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UUM/CAS/ AHSGS/902547
13 August 2018

TO WHOM IT MAY CONCERN

Dear Sir/Madam

DATA COLLECTION FOR PROJECT PAPER/THESIS

This is to certify that Mrs. Lina Laila Jasim Jasim (matric number: 902547) is a full-time graduate student in Doctor of Philosophy (Applied Linguistics) at UUM College of Arts and Sciences.


She needs to do her field study and data collection for her project paper/thesis in order to fulfill the partial requirements of her graduate studies.

We sincerely hope that your organization will be able to assist her in the data collection and the distribution of the questionnaires for her research.

Thank you.

"KEDAH AMAN MAKMUR – HARAPAN BERSAMA MAKMURKAN KEDAH"
"KNOWLEDGE, VIRTUE, SERVICE"

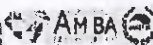
Yours faithfully


AHMAD MUJAHID ABD. GHANI
Senior Principal Assistant Registrar
Awang Had Salleh Graduate School of Arts and Sciences
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Malaysia

Universiti Pengurusan Tarkemuka
The Eminent Management University



Appendix (2): A Formal Letter From Iraqi Embassy to the University of Thi-Qar

Embassy of the Republic of Iraq
Cultural Attache - Kuala Lumpur



سماحة جمهورية العراق
المندوب الثقافي - كوالالمبور

مستلمة وزارة التعليم العالي والبحث العلمي (M.O.E.S.R) in Malaysia
Representative of the Iraqi Ministry of Higher Education and Scientific Research (M.O.E.S.R) in Malaysia

No:
Date : 1 /10/2018

العدد : ٢٠١٨ / ١٠ / ١
التاريخ :

الى / جامعة ذي قار / كلية الآداب

م / تسهيل مهمة

تحية طيبة ...
بناءا على الطلب المقدم من قبل طالبة الزمالة الدراسية الخاصة السيدة ليلى لفته جاسم التي تدرس حاليا للحصول على شهادة الدكتوراه في اختصاص / English Language / Applied Linguistics من جامعة UUM الماليزية والذي تروم فيه تسهيل مهمتها لفرض جمع بيانات واجراء المقابلات الخاصة بموضوع دراستها. وكما ورد في طلب الطالبة ورسله الجامعة.

للتفضل بالإطلاع وتسهيل مهمتها ... مع التقدير



تمت
طالب لفتة
رسالة الجامعة

Universiti Utara Malaysia

أ. م. د. عبد الجليل منشد خلف

المستشار الثقافي
٢٠١٨ / ١٠ / ١



نسخة منه:
- وزارة التعليم العالي والبحث العلمي / دائرة البعثات والعلاقات الثقافية / قسم شؤون الدارسين في الخارج / لتتفضل بالإطلاع.. مع التقدير.
- ملف الطلبة.
- الصادرة.

Address: Unit 507 Level 5 North Block Ampwalk 218 Jalan Ampang Kuala Lumpur 50450 Malaysia
Tel: 0060 3216 30741 Website: Iraqculturalattache-my.org Email: kuala Lumpur@scrdiraq.gov.iq
culturalofficeinmalaysia@yahoo.com Fax: 0060 3216 30742

Appendix (3) Consent form for Participation in Research

To Whom It May Concern

I, consent to serve and engage as a learner informant in the study investigation entitled **“Perception of Iraqi EFL Students on the Use of Online Videos for English Language Learning of Iraqi EFL Students at University of Thi - Qar** The nature and the objectives of the study together with any risk to my associated with it have been fully explained to me by Lina Lafta Jassim As a researcher of this study, she is authorized to proceed on the understand that I can withdraw from this project at any time I so desire and that this withdraw will not jeopardize me in any way. I have been informed that the information I provide will be kept confidential.



UUM
Universiti Utara Malaysia

Appendix (4):ACTIVITIES

Session 1: Marshes

1.Before the lesson begins, teacher needed to explain difficult words or vocabularies by exposing picture as part of the video's content.

2.The teacher showed the whole group the video related to the life of the marsh people. Students have to repeat the idea using the tense required; and to the whole group, photos were exposed in form of video. These visual materials helped students to comprehend the present simple tense using adverbs of frequency (usually, always, often, every day, sometimes). Students were asked to examine the exposed pictures in the video's content and to talk about the life of the marshes people.

3.To make students revise the sense at home, the teacher gave them the following questions:

1-Re-write these false statements correctly without using negation:

2-All Iraqi marshes lie between the Tigris and Euphrates.

3-In the past, the marsh area witnessed a great celebration. Why?

4-What did they believe? What would happen to anyone who didn't take part?

5-Big boats transport only reeds.

After that the teacher explained some words based on the text.

Session 2 : Iron man

1. Students were asked to talk about the rules of their university, home

2. Students must place the rules of schools in the corresponding column. Firstly, each student was complete this individually and then the rest of the class.

3. The students must write sentences with the norms of the previous exercise, this time introducing the modal verbs after a couple of examples of the teacher.

4. Students visualized “The Iron Man” scene and complete exercises.

5- Asked students to write the following rules in the right column:

Wear uniform Eat in the classroom

Wear a cap on your head

Do the homework

Use mobiles Listen to the teacher

Be punctual

Bring animals to class

Eat a sandwich at break time

Go to class in the afternoons

Play football in the yard

Wear baggy clothes

6- Students were asked to write the following rules in the right column:

Wear uniform ,Eat in the classroom ,Wear a cap on your head

Do the homework , Use mobiles listen to the teacher?

Be punctual , Bring animals to class

Eat a sandwich at break time , Go to class in the afternoons

Play football in the yard , Wear baggy clothes

It's ok to do it. It's possible. It's ok not to do it. It's not necessary.

Do it! It's necessary. Don't do it! It's not possible.

7- Asked students to write sentences with the rules using can, can't, have to, not have to:

Students can't eat in the classroom. (Don't do it! It's not possible)

Students don't have to wear uniform. (It's ok not to do it. It's not necessary)

- Watch Harry Potter's scene and complete the sentences with can, can't, have to, not have to:

a) They _____ talk in class.

b) They _____ wear uniforms.

c) They _____ invite someone to the ball.

d) They _____ to finish the homework before leaving the class.

e) The professor _____ hit them in the head.

Session 3 : Circus

1. Reviewed the participle of irregular verbs using textbooks.

2. Students were divided into two groups. A whiteboard with a marker was given to a member of each team. The teacher said the infinitive of an irregular verb, and the person with the blackboard (which changed when all students had participated) should quickly write the participle and teach it to take the point for his team. The teacher introduced the Present perfect without explaining was very thoroughly.

3. Asked the students to listen to video fill in the gaps with the missing expressions.

4- Asked the students to read and listen to the review and complete the gaps with the words from the box:

Performers	artists	strongwoman
tricks	trapeze	clown
		rubber man

Circus Oz started in 1977 in Australia. A group of _____ got together and went on tour. The circus was a big success; they went to twenty-six countries and

performed in a refugee camp in Palestine, aborigine villages in the Australian desert and a glass opera house in the Brazilian rainforest!

Their new show starts in an exciting way. The performers appear inside wheels of fire and they do _____ with burning hula hoops. During the show, there are _____, flying jugglers and acrobats. They play their own music, too, from pop to punk and rap to reggae. At the end, everybody gets on fanny's shoulders— she's the _____ and she can hold nine-person pyramid!

There isn't a star of the show, just an amazing group of characters. Captain Frodo, or _____, can climb through a tennis racket. And Sosina, a contortionist, gets into a popcorn machine and later juggles and dances to disco music! She can also juggle upside-down!

In Circus Oz, the performers do funny things all the time. There is a _____, Tim, but he is very unusual. At first you think, why is everybody looking up? And then you see— he is on the ceiling! He chats to the audience below and doesn't get down during the whole show.

Circus Oz has everything – physical danger, humour and amazing skills. I took my kids, Oliver and Josh, and we all really enjoyed it. So what are you waiting for? Buy a ticket and enjoy the show!

5- Match the names and the descriptions:

1- Acrobat

2-Clown

3- Contortionist

4- Trapeze artist

5- Strongwoman

6- Rubber man

7- Performer

a) a person who entertains people by acting, singing, dancing or playing music

b) a person who entertains people by doing difficult and skillful physical things, strange movements and forms.

- c) an entertainer who wears funny clothes, has a painted face, and makes people laugh by performing tricks and behaving in a silly way
- d) an entertainer who walks along a short bar hanging high up in the air from two ropes, doing special swinging movements.
- e) An entertainer with an elastic body, capable of getting into small places like a box.
- f) a woman who is employed or famous for her great physical strength
- g) an entertainer who was famous for the elasticity of his body and his performance climbing through a tennis racket.

Session 4 : Story-by-Kenan-Dursun

- 1.The teacher gave students few minutes to finish their presentation murals, and reminded them that all group members should explain the rules in spoken form;
- 2.During the presentations, the norm of the presentation that they would like the most and which standard they added was notified to the students. Each group had about five minutes for presenting and showing their opinions of the classmates.
- 3.Students listened to a conversation between friends and filled in the gaps in the photocopy with the missing expressions. To correct it, two students read the conversation aloud. They completed exercise 2, which related with the moods of the characters they had heard.
4. Students were asked to write a dialogue in pairs, between two friends making plans with the help of information that found in exercise 3 of the photocopy, and the expressions of the previous exercise.
- 5.With the conversations that the students wrote, they tried to fold a video that the teacher had chosen for the exercise. In case the video was longer, students should improvise to continue the conversation in the most creative way they can.

Session 5: ABA

1. The teacher explained the present perfect in detail, and describing the exercise of the photocopy to the students. Students read the text to respond to the information to

be requested. Once corrected among all, the forms of perfect present to be found in the text was required to be spoken aloud by the students. They underlined them at the same time which teacher taught them in the presentation.

2. The teacher explained exercise 3, in which the structure of the questions and short and long answers with the perfect present were practiced. Firstly, they did it individually and then they used them in making new sentences collectively.

3. A volunteer student orally completed the table of exercise written on the board with the help of the classmates and the images to be used in the presentation.

4. Find in the text the sentences with the following verbs:

Get together , Get on , Get into, Get down

5. Asked students to complete the sentences with the verbs from the previous exercise:

The man can't _____ from the trapeze

In this show, 9 clowns and an elephant _____ a small car.

Today the trapeze artists will _____ a bike while he is in the air.

We usually _____ to go to the circus.

5- Look at the Sentence Builder

Why is everybody looking up?

They are looking **up** at the clown.

What are you waiting for?

We are waiting **for** a ticket.

6. Now put these words in the correct order to make questions and answer them:

- 1- She/is/who/for?/waiting
- 2- To?/listening/you/are/what
- 3- They/laughing/at?/what/are
- 4- Does/she/where/from?/come
- 5- What/you/are/about?/talking
- 6- Together?/they/when/get/did

Session 6. Champion Gymnast to Circus Performer.

1.The teacher introduced the new theme with a presentation, asking the students if they have ever been to the circus. What are their favorite artists? With exposing video of the Circus of the Sun, the students were required to cite the differences they find between the traditional circuses they know and this one.

2.In order to enable students to practice the new vocabulary, they spoke and linked each term with its photo. Photographs in the presentation accompanied the exercise.

3.With helping of the teacher's presentation in explaining the formation of sentences with particles, and the students were able to carry out the activity of speaking about items with the help of the exposed pictures in video's content.

4.Students were asked to revise the past participle. Write down the verbs used in the game:

Infinitive Past simple Past participle

5- Asked to read and listen to the dialogue. Tick (v) or cross (x) the things on

Miriam's 'to do' list:

Things to do:
 Unpack clothes
 Organize wardrobe
 Put up my posters
 Buy a new rug
 Put up new curtains
 Change the lampshades
 Move the bed
 Move the desk
 Built some bookshelves

6- Underline the present perfect forms:

Miriam's family moved to a new house and she sent a photo of her new room to a friend, Helen. Two days later, Helen rings up.

M: Hello.

H: Hi, it's Helen. Thanks for the photo. Have you decorated your fantastic new bedroom?

M: Well, I haven't finished. It's a mess! I haven't unpacked all my clothes and I haven't organized my wardrobe. And I haven't put up all my favorite music posters.

H: Have you painted the walls?

M: No, I haven't—they are okay. But Mum and I have done lots of things. The room looks a lot brighter now. We've bought a new bedspread and a new rug. They're red and pink! We've put up new curtains and we've changed the lampshades, too. They look really cool!

H: Have you changed the layout?

M: Yes, I have. I've moved the bed but not the desk. I asked Dad for some bookshelves but he hasn't built them because he's so busy.

H: I can hear music. Is that yours?

M: No, that's my sister Lydia's.

H: Has she done her room?

M: Yes, she has. And she's played the same CD ten times. I'm sick of it!

7- Answer the questions using the correct form of the verbs:

1- Has she unpacked her clothes?

No, she _____ her clothes.

2- Has she organised her wardrobe?

No, she _____ her wardrobe.

3- Has she put up her posters?

No, she _____ her posters.

4- Has she bought a new rug?

Yes, she _____ a new rug.

5- Has she put up new curtains?

Yes, she _____ new curtains.

6- _____ the lampshades?

7- _____ the bed?

8- _____ the desk?

9- _____ some bookshelves?

8- Complete the dialogue with has, have, hasn't or haven't:

(I can go out with my friends
because

I/You/we/they/ _____
washed the dishes.

He/she/it _____ washed the
dishes.

YES/NO QUESTIONS

_____ I/you/we/they
seen this dog?

_____ he/she/it slept in
the sofa?

NEGATIVE

(I can't go out with my friends
because

I/you/we/they _____
finished the homework.

He/she/it _____ finished
the homework.

SHORT ANSWERS

Yes, I/you/we/they

No, I/you/we/they

Yes, he/she/it _____.

No, he/she/it _____.

9- Complete the sentences with the *present perfect* of the verbs in brackets, in affirmative or negative depending on the information from the video:

1- Matilda has to leave her teacher's house because

2- Matilda corrects her father because he _____ (call) Matilda knows a lot of things because she _____ (read) Nobody knows about Matilda's powers because she _____ (show)

3- The teacher and her classmates are surprised because Matilda _____ (calculate)

4- Matilda's teacher is surprised because she _____ (see)

5- Students are afraid of the principal because she _____ (tell)

6- The kids in the film live in a world where adults _____ (make)

7- The principal is so strong because she _____ (be)

8- All the students applaud the fat boy because he _____ (eat)

9- Matilda is an extraordinary girl because she _____ (give)

10- Matilda's father can't take his hat off because she _____ (stick or glue)

11- The cakes fly because Matilda's father _____ (fall)

Appendix (5): Presentations

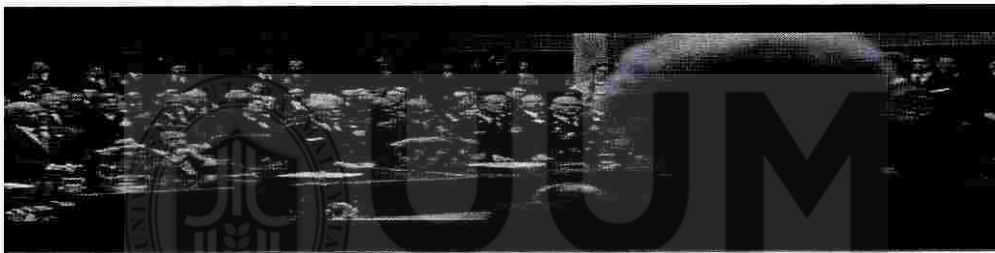
5.1 Marshes presentation



Marsh Arabs of Southern Iraq

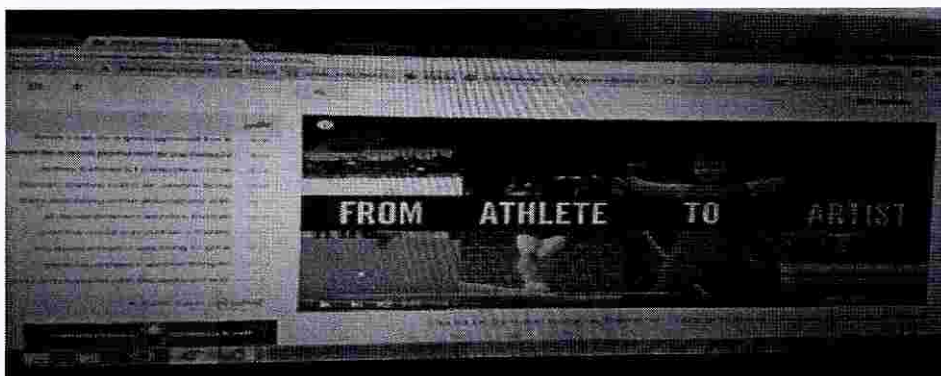
848166 12 764

5.2 Iron Man

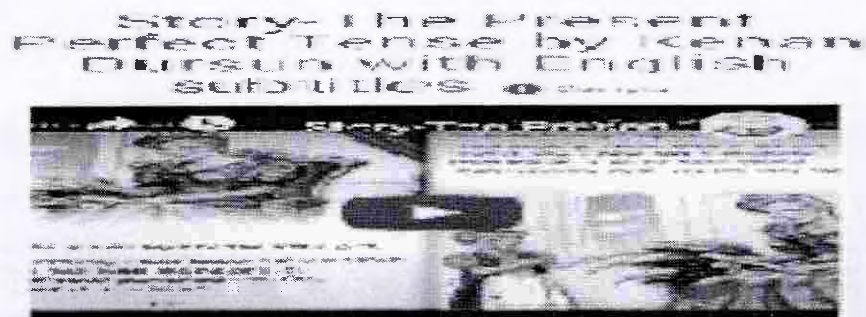


Tony Stark "You Want My Property, You Can't Have It" Scene | Iron Man 2 (2010...

5.3 Circus presentation



5.4 Story- -by-Kenan-Dursun



5.5 ABA



5.6 Champion Gymnast to Circus Performer.





Appendix (6) Learning Sheet

Student name: / Date: / / 2019

Week /Topic

1. What is your impression about the exercises that have been practiced in this week?
2. What kind of functions of Online Videos did you benefit in this week?
3. To what extent did these technological tools assist you to develop your English?
4. What drawbacks did you meet when you were engaging with online videos teaching?



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Appendix (7) Observation Protocol for Students

Aspects of observation	Comments
Students participation in all lessons	
Students' motivation to integrate the Online videos in the class.	
Students interaction and collaboration with others .	
Students' ability to comprehend the content of the exercises and tell the meaning of words and sentences fairly.	
Students getting the course objectives or new knowledge	
What students' greatest likes or dislikes of activities	
Students' active participation in the learning activities	
Students' ability to carry out self-directed learning through the use of Online videos.	
Challenges faced while the use of Online videos in lessons.	

Appendix (8): Arbitration of the Interview's Question by two Professional people

1. Prof. Mohammed Jassim Batti Al Saedi

Arbitration of Interviews' questions

We are pleased to inform you that the research:

Perception of Iraqi EFL Students on The Use of Online Videos for English Language Learning of the

requirements for obtaining a Ph.D in Applied Linguistics. The aim of this study is to show the impact of using Audiovisual aids in improving Iraqi students' English skills.

All the research questions are about the impact of using Audiovisual aids in developing English skills. We are grateful to you for taking the time to help us in Arbitration of the interviews questions and we will be happy to receive your comments and feedback by contacting us as document below. Thank you in advance for your cooperation.



Assist. Prof. Hisham Dzakaria
The research Supervisor

Email: drhishamdzakaria@yahoo.com

Tel: +60166602801

Lina Lafta Jassim
Ph.D. candidate

Email: lfnar83@gmail.com

+6947732569952



2. Assist. Prof. *Abdali Hammood* Shihan Al-Saidi

Arbitration of Interviews' questions

We are pleased to inform you that the research:

Perception of Iraqi EFL Students on The Use of Online Videos for English Language Learning of the

requirements for obtaining a Ph.D in Applied Linguistics. The aim of this study is to show the impact of using Audiovisual aids in improving Iraqi students' English skills.

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Universiti Utara Malaysia

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The research Supervisor

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Lina Lafin Jassim
Ph.D. candidate

Email: lfnar83@gmail.com

+6947732 569952





Appendix (9) Questions Used in Interview

Sex Male{ } Female{ } Age { }

Dear respondent;

We are pleased to inform you that a research entitled, “**Perception of Iraqi Efl Students on The Use of Online Videos for English Language Learning of Iraqi EFL Students at University of Thi- Qar**”. is being conducted as part of Ph.D.

graduation requirements. The objective of this research is to study the impacts of the use of Online videos on learning English Language Skills by Iraqi postgraduate Students in English language classes. A variety of questions were combined in interviews. Please take a few concentrated minutes to answer the open-ended questions of the interview. Your participation is quite invaluable and highly appreciated.

We are sincerely grateful for you to spare some time to help us complete this research, and we hope that our research results and conclusions could shed a sense of light on the effect of Online videos in practicing English skills.

We would be pleased to receive any of your comments or inquiries through our contacts shown below.

Thanking you in advance for your kindly cooperation



Assist .Prof. Hisham Dzakiria
The research Snervisor

Email: drhishamdzakiria@yahoo.com

Tel: +60166602801

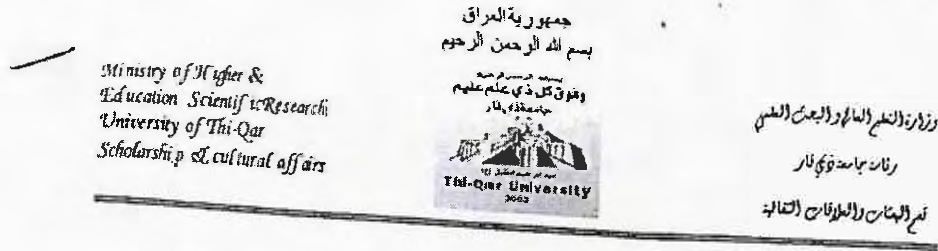
Lina Lafta Jassim
Ph.D. candidate

Email :lfnar83@gmail.com

Tel:+6947732569952

1- What are the differences between the traditional class and AVA's class ?
2- Do you think using Online videos in the language classroom can help you to understand the new lesson ? How
3.Do you think that using Online videos can help you to participate in the class?
4.Was learning English skills with using Online videos interesting for students? How?
5-How using Online videos helped you to improve your English?
6-How Online videos motivated you to learn English skills? How?
7- Did Online videos engage students in learning tasks? How?
8.Explain how collaborative activities like the interaction with your teacher as well as with other students, will improve your English learning during using Online videos?
9.How using Online videos related to the topic of lesson helped you to develop your communication skills?
10-Can you explain in brief the advantages and disadvantages of using Online videos as educational tools?

**Appendix (10) Confirmation of Completing the Data
Collection of the Study From The University of Thi-Qar to Iraqi
Embassy**



١٤٧٤ -
العدد :
التاريخ : ٢٠١٨ / ١٢ / ٤

الدائرة الثقافية كوالالمبور

م/تمهيل مهمة

تحية طيبة...
أشارة إلى كتابكم ذي العدد ١٤٠٧ في ٢٠١٨/١٠/١ والمتضمن الموضوع اعلاه ، نود اعلامكم ان
السيدة (لينا لفته جاسم) طالبة للزمالة الدراسية الخاصة في ماليزيا لنيل شهادة الدكتوراه في اختصاص
(اللغة الانكليزية/تطبيقات اللغة الانكليزية) قد اكملت جميع ابحاثات وإجراء لمقابلات في كلية
الاداب /جامعتنا بموضوع دراستها ، وذلك بناء على كتابهم ذي العدد ٨٣٠/ع في ٢٠١٨/١/١٥
مع التقدير...

أ. م. د. عبد الكريم مهدي النيازي
مساعد رئيس الجامعة للشؤون العلمية/وكالة
٢٠١٨/١٢/٤



نسخة منه الى:
• السيد رئيس الجامعة للفضل بالإطلاع ... مع التقدير.
• السيد مساعد رئيس الجامعة للشؤون العلمية للفضل بالإطلاع ... مع التقدير.
• قسم الأبحاث والعلاقات الطلابية.

Appendix (11) Confirmation of Completing the Data Collection of the Study from Iraqi Embassy to Utara University Malaysia

Embassy of the Republic of Iraq
Cultural Attaché - Kuala Lumpur



سفارة جمهورية العراق
المادة الثقافية - كوالالمبور

Representative of the Iraqi Ministry of Higher Education and Scientific Research (MOHESR) in Malaysia

No. : GEN0172/11036/2016
Date: 18/12/2016

To:
UNIVERSITI UTARA MALAYSIA (UUM),
SENTOK 60000 KEDAH DARUL AMAN,
MALAYSIA.

Dear Sir/ Madam,

CONFIRMATION OF DATA COLLECTION - LINA LAFTA JASIM (902547).

The Cultural Attaché of the Embassy of the Republic of Iraq in Kuala Lumpur presents its compliments.

Referring to the matter above, we would like to certify that Mrs Lina Lafta Jasim (Holding passport no. AI1487784) is an Iraqi student, pursuing her PhD programme at Universiti Utara Malaysia (UUM).

We would like to confirm that Mrs Lina has travelled back to Iraq. The student, distributed questionnaire, conducted interviews and collected the necessary data that are required for her research.

The data was collected from the participants from the relevant faculties in the University of Thi- Qar - Iraq.

The Cultural Attaché of the Embassy of the Republic of Iraq would highly appreciate any efforts targeted toward helping the student.

Yours sincerely,

Assoc. Prof. Dr. Abdul Jalil Manshad Khataf

CULTURAL ADVISOR



Address: Unit 5.07 Level 5 North Block Ampwalk, 218 Jalan Ampang, Kuala Lumpur 60460 Malaysia.
Tel: 0060 3216 30741 Email: kuala Lumpur@sordiraq.gov.iq, Email: culturalofficemalaysia@yahoo.com,
Fax: 0060 3216 30742, Website: <http://iraqiculturalattache.org.my>.

Appendix (12) Certification of Editing Abstract in Malay



PUSAT PENGAJIAN BAHASA, TAMADUN DAN FALSAFAH
SCHOOL OF LANGUAGES, CIVILISATION AND PHILOSOPHY
Bangunan Komunikasi dan Bahasa Modern
Universiti Utara Malaysia
06010 UUM SINTOK
KEDAH DARUL AMAN
MALAYSIA



Tel: 604-928 56915/011/017/5181
Faks: 604-928 5709
Laman Web (Web): www.scp.uum.edu.my

Ref.: UUM/SLCP/1-9/2

Date: 5 June 2020

Ms. Lina Laila Jasim (902547)
School of Languages, Civilization and Philosophy
Universiti Utara Malaysia

Dear Ms. Lina

PAYMENT FOR EDITING SERVICE


With reference to the above matter, the payment for the editing is RM0.05 for every word based on the original text. The abstract was edited by **Pn. Rohaiza binti Jupri (English)** and **Dr. Khairul faiz bin Aftird (Bahasa Melayu)**. The details of payment are as below:

Title	The Impact of Using Audio-Visual on Learning English Language Skills of Iraqi Students at University of Thi-Qar		
Type of Document	Abstract		
Services	Editing		
			RM
	English	221 words x RM 0.05	11.05
	Bahasa Melayu	254 words x RM 0.05	12.70
	Total		23.75
	Rounding		-
	TOTAL		23.75

Thank you for using our service and we hope to offer you such services in the future.

"SCHOLARSHIP, VIRTUE AND SERVICE"

Yours sincerely,


Juwari Abdullah
Coordinator
Editing and Translation Services

Atinda Ahmad
Financial Clerk

Universiti Pengurusan Telekomika
The Eminent Management University

